DOCUMENT RESUME

ED 250 957 FL 014 742

TITLE Resource Book for Teaching American Indian Children (Oneida, Sioux, Winnebago) Language Arts and Social Studies. Intermediate Levels. Working Draft.

INSTITUTION Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE 79

NOTE 203p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Alphabets; *American Indians; *Cultural Awareness; *Daily Living Skills; Elementary Secondary Education; *Family Life; Interdisciplinary Approach; *Language Arts; Mastery Learning; Pronunciation; Public Schools; Rural Environment; *Social Studies; Teacher Evaluation; Urban Environment; Urban Schools; Vocabulary

IDENTIFIERS Oneida (Tribe); Sioux (Tribe); Winnebago (Tribe)

ABSTRACT

This set of curriculum materials geared to Oneida, Sioux, and Winnebago cultures represents a response to a need to modify the Chicago public school curriculum for use with Indian children as more American Indian groups moved to the city, and is designed to integrate specific cultural content into language arts and social studies curricula. Suggested activities are provided to give the teacher a framework within which to implement a program directly related to the characteristics and needs of these populations. The materials and guidelines are based on mastery learning techniques. The guide is divided into three main parts, one for each group. Each part consists of: (1) a section outline; (2) a pronunciation key and (in the case of Oneida) notes on the alphabet; (3) vocabulary lists; (4) four topical sections (the child, the family, and the school; the necessities of life--food, clothing, and shelter; urban and rural life of the community worker; tribal culture), and (5) an appendix with related materials (pupil evaluation materials for the Oneida, tribal and linguistic order information for the Sioux, and useful expressions for the Winnebago). A bibliography is appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED250957

RESOURCE BOOK FOR TEACHING AMERICAN INDIAN CHILDREN

(ONEIDA, SIOUX, WINNEBAGO)

LANGUAGE ARTS AND SOCIAL STUDIES

Intermediate Levels

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Chicago Board of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Working Draft

FL014948

Copyright 1979
Board of Education of the
City of Chicago
Chicago, Illinois

JOSEPH P. HANNON
General Superintendent of Schools

CONTENTS

Preface v

Acknowledgment vii

Introduction ix

Oneida 1
Outline 2
Pronunciation Key to the Alphabet of the Oneida Language 3
Topical Area I: The Child, the Family, and the School 4
Topical Area II: The Necessities of Life--Food, Clothing, and Shelter 21
Topical Area III: Urban and Rural Life and the Community Worker 39
Topical Area IV: Tribal Culture 55
Appendix: Pupil Evaluation Materials 59

Sioux 70
Outline 71
Pronunciation Key: English-Sioux 72
Basic Sight Vocabulary 74
Topical Area I: The Child, the Family and the School 77
Topical Area II: The Necessities of Life--Food, Clothing and Shelter 94
Topical Area III: Urban and Rural Life and the Community Worker 110
Topical Area IV: Tribal Culture 124
Appendix: Tribal and Linguistic Order 130

Winnebago 131
Outline 132
Guide to Pronunciation 133
Topical Area I: The Child, the Family, and the School 136
Topical Area II: The Necessities of Life--Food, Clothing, and Shelter 155
Topical Area III: Urban and Rural Life and the Community Worker 173
Topical Area IV: Tribal Culture 183
Appendix: Useful Expressions in Winnebago 187

Appendix 189
Bibliography 190
Teacher Evaluation 191

PREFACE

In the Chicago public schools the need for modification of curriculum for use with the Indian child became evident as more American Indian groups moved to Chicago. This in turn brought about the need for direct involvement and participation of the community where the Indian child lived. As a result three tribal members--an Oneida, a Sioux, and a Winnebago--have prepared materials for use with the Indian child in which social studies and language arts content are presented through an audio-lingual approach and the use of both English and the tribal language of the child.

This guide has been written to give the American Indian child insight into his/her own language and cultural background. It contains a compilation of language arts and social studies behavioral objectives, activities, and evaluation criteria. The activities suggested in this book have been included to provide the classroom teacher with a framework within which to implement meaningful language arts and social studies needs of the American Indian child. It is intended that these materials be used to enrich the lives of the Oneida, Sioux, and Winnebago American Indian children within the Chicago urban community.

ACKNOWLEDGMENT

INSTRUCTION AND PUPIL SERVICES

Manford Byrd, Jr.
Deputy Superintendent

CURRICULUM AND INSTRUCTION SERVICES

Angeline P. Caruso
Associate Superintendent

DEPARTMENT OF CURRICULUM

Gerald J. Heing
Assistant Superintendent

BUREAU OF LANGUAGE ARTS

Mattie Claybrook Williams, Director

COMMITTEE FOR THE DEVELOPMENT OF CURRICULUM FOR AMERICAN INDIAN CHILDREN

Nell L. Gonzalez, Director, Bureau of Bilingual Demonstration and Resource Centers
Oriano Nomellini, Principal, Armour School; Project Director

Oneida

Rose Guyette, Curriculum Aide, Curriculum and Instruction Services
La Pearl Powless, Substitute Teacher, Chicago Public Schools

Sioux

Emerson Robertson, Community Writer, Curriculum and Instruction Services
Lorraine Robertson, Curriculum Aide, Curriculum and Instruction Services

Winnebago

Constance Rockman Jones, Teacher, O-Wai-Ya-Wa (Goudy North Branch); Team Leader
Franklin Jonah Jones, Curriculum Aide, Curriculum and Instruction Services

RESOURCE PEOPLE

Sincere appreciation for their contributions to this resource book is expressed to--

Leonard Bear, Oneida Language Consultant, Milwaukee, Wisconsin
Mamie Ryan, Oneida Language Consultant, Oneida, Wisconsin

Jon Fastwolf, Artist, Chicago; Sioux Illustrations and Section Cover
Grace Lambert, Teacher, Community College, Fort Totten, North Dakota; Sioux Language Consultant

Jessie Greyhair, Winnebago Language Consultant, Chicago
Zena Reeves, Teacher, O-Wai-Ya-Wa (Goudy North Branch)
Mary Stone, Winnebago Language Consultant, Wittenberg, Wisconsin

Sincere appreciation is expressed to Marguerite L. Vellos, Curriculum Developer, Bureau of Language Arts, for her efforts in the preparation of this material.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, national origin, or sex in its educational program or employment policies and practices.

INTRODUCTION

This American Indian curriculum resource book has been written with the goal of interrelating language arts and social studies course content with the immediate needs of the American Indian child. The suggested activities have been included to provide the classroom teacher with a framework within which to implement a language arts and social studies program directly related to the characteristics and needs of the Indian child.

In the past the Indian child has characteristically concealed his feelings. As a part of his Indian culture the American Indian child has been taught to converse with elders only when the conversation has been initiated by the adult and to respond as briefly as possible. Because neither the family nor the tribe pressured him to converse in the tribal language, it was only as he became older that he participated increasingly in conversations which were limited in length and in which single words or short phrases were utilized. It was because of these traditions that frequently the Indian child developed aural and comprehension skills much greater than his oral vocabulary. Traditionally tribal elders have been the ones to pass on American Indian traditions and culture through tribal language. Now, however, within the urban setting, some of the responsibility for developing an awareness of the culture and language of the Indian child has been delegated to others. It is through this means that the Indian child has gained knowledge of his culture and through bilingual/bicultural education that he has received encouragement to express himself.

The design of this resource book is based upon the premise that content mastery is best facilitated through learning experiences guided by the teacher. In teaching the Indian child the words, phrases, and sentences of his tribal language, it is recommended that the teacher use a tape recorder or language master. Through these media, the student can listen to the correct pronunciation of words or sentences, record his responses, and then critique them. Teachers of American Indian children are encouraged to use their creativity in integrating these units within their language arts and social studies programs. Through integrating, adapting, and/or expanding the content of this resource book, the Indian child's awareness of his linguistic and cultural tribal heritage will evolve.

ONEIDA

OUTLINE

Pronunciation Key to the Alphabet of the Oneida Language

Topical Area I: The Child, the Family, and the School

Unit I: Parts of the Human Body

Unit II: My Indian Family

Unit III: Getting Acquainted in School

Topical Area II: The Necessities of Life--Food, Clothing, and Shelter

Unit I: Foods from Nature--Discovered and Cultivated by Us and Eaten Now

Unit II: Appropriate Clothing for Good Health

Unit III: The Home (Then and Now)

Topical Area III: Urban and Rural Life and the Community Worker

Unit I: Living in the City

Unit II: Life in the Country (Then and Now)

Unit III: Community Workers (Neighborhood Friends)

Topical Area IV: Tribal Culture

Appendix: Pupil Evaluation Materials

Oral Testing for Comprehension

Record Keeping Suggestion

Oral Production Sample Worksheets (1-6)

Multi-purpose Comprehension and Oral Production Sample Worksheet

Food, Clothing, and Shelter Sample Worksheet

Map of the United States (Multi-purpose)

PRONUNCIATION KEY TO THE ALPHABET OF THE ONEIDA LANGUAGE

When words are spoken alone in the Oneida language, the last syllable is often raised in tone or whispered. Words at the end of a sentence are also raised or whispered. This is one of the specific peculiarities of the language.

The alphabet of the Oneida language is as follows:

a-c-d-e-g-h-i-j-k-l-n-o-q-s-t-u-w-y-z

Following are the sounds of the Oneida language or compared with those of the English language:

a.....as in the English words father and fade
c.....as in the English word chin
d.....as in English
e.....as in the English word freight
g.....as in English
h.....as in English hat, (expel breath if before consonant and after a vowel)
i.....as in the English word relieve
j.....as in English
k.....as in English
l.....as in English
n.....as in English
o.....as in English
q.....as in English, (followed by slight omission of breath)
s.....as in English
t.....as in English
u.....as in the English word prune
w.....as in English
y.....as in English
z.....as in English

TOPICAL AREA I

THE CHILD, THE FAMILY, AND THE SCHOOL

UNIT I: PARTS OF THE HUMAN BODY

Vocabulary

ENGLISH	ONEIDA
ankle	o sin e gote
arm	o nunce
cheeks	on hockq
chest	lunts qua nog ga
chin	la yots sog ga
ears	o hunt
elbow	la yol hog ga
eyes	ska loga
feet	la seen
fingers	la snung gay
hair	o nung quis
hand	za snung gay
knee	lunce sog gay
leg	o seen
lips	la sin na
mouth	o sa gul
neck	on yaul
nose	la nung gay
teeth	o now wee
waist	lo du gwun

Objective

No. I01: Given an illustration or a series of illustrations showing parts of the human body, the child will name them in the Oneida language.

Activities

. Draw a person on large paper that has been taped on the wall. Have the pupils watch and listen. Point to a target part of the body and name it. Do this for all the parts of the body. Then once again point to the parts of the body, model their name, and have the pupils first individually and then in unison repeat them.

. Instruct the pupils as to how to make individual sets of flashcards for the parts of the body. Ask them to use the cards to practice identifying the parts of the body in the Oneida language.

. Using the Instructors Series of Body Parts lead the pupils through an Oneida body part identification drill.

. Pair off the pupils and ask that one child describe the use of a part of the body and that the other one name it in Oneida. The pupils will alternate turns. This activity should continue either until all the parts have been named correctly or until the time allotted for the activity has expired.

. Ask the pupils to work in pairs. Tell them that they are to use their parts of the body flashcards. One of them is to name a part of the body in the Oneida language and the other one is to respond by naming the part in English. Instruct them to alternate turns and to continue until the time allotted for the activity has expired.

. Choose one of the pupils to be "it." Have him point to a part of his own body or to a picture and say, "Na ta nay ga eek?" (What is this?). The one who answers correctly is the next to be "it," and will point to his own body or to a picture.

. Ask the pupils to number a paper from 1 to 10. In English write the parts of the body which have been studied. Next to each write the Oneida word for the diagram on body parts. Call to the attention of the pupils the fact that the parts of the body are best remembered if listed alphabetically. Ask the pupils to alphabetize and copy the lists.

. After the pupils have learned the parts of the body in their native Oneida language (spelling and pronunciation), they may be given the sheet with the Iroquois hunter. Prepare a work sheet similar to the sample below and ask the pupils to label each body part in the Oneida language.

Evaluation Criteria

The learner will name the parts of the body in the Oneida language in an illustration or series of illustrations with 80 percent accuracy.

I01
head
eyes
ear
mouth
neak
elbow
arm
leg
knee
foot

Objective

No. I02: Given the parts of the body in dictation in the Oneida language, the child will spell them correctly.

Activities

. Have each pupil find and cut out a picture from a magazine showing how someone is using a part of his body. Have the pupil mount this picture on construction paper and have him write on the back in Oneida the name of the body parts shown in the picture.

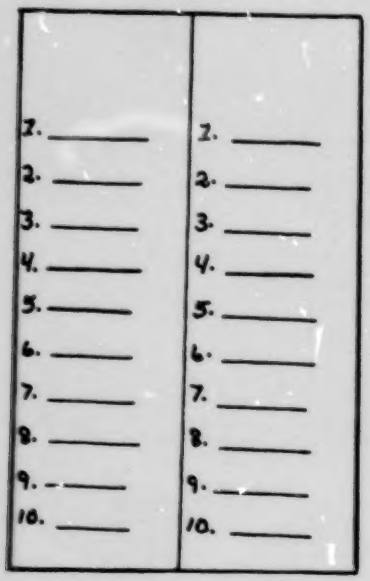
. Have the pupils use their Oneida body part flashcards to practice spelling the parts of the body in Oneida.

. Prepare a worksheet similar to the one shown below. Have the pupils label the items in Oneida.

. Give the pupils a scrambled list of the body parts in Oneida. Have them alphabetize the list and recopy it. Check it for errors. Instruct them to keep this as a study guide. Call their attention to the fact that the parts of the body are best remembered if listed alphabetically.

. After the pupils have practiced pronouncing and spelling the parts of the body in their native Oneida language, give them a worksheet showing an Indian figure similar to the Iroquois hunter shown on page 7. Instruct the pupils to fill in the parts of the body in Oneida.

. Ask the pupils each to fold a piece of paper in half lengthwise. Have them number the columns from 1 to 10. In English have them write the parts of the body which have been studied. In the second column have them write the Oneida term for each body part listed. This is a variation of the diagram of the body parts activity.



Evaluation Criteria

From di tation, the learner will spell the parts of the body vocabulary terms in the Oneida language with 80 percent accuracy.

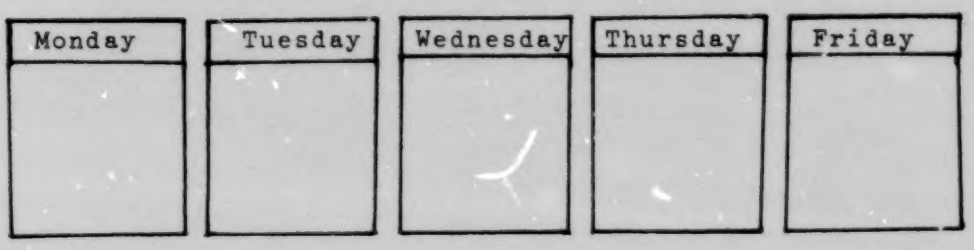
Objective

No. I03: Given a breakfast-lunch-dinner (supper) menu format, the child will list examples of the six kinds of foods that should be eaten every day to keep his body healthy.

Activities

. On the chalkboard list the six kinds of foods. Give an example of each. Ask the pupils to collect pictures of foods or to make drawings to illustrate them. Instruct them to organize these pictures and/or drawings in booklet form according to the category of food to which they belong.

. As an individual project, have each pupil make a list of menus that show what to eat to keep his body healthy. Review with the class the six kinds of foods and an example of each. Write these items on the chalkboard and have the pupils copy them. Instruct the pupils to write up sample menus for a five day period.



Evaluation Criteria

The learner will write up with 80 percent accuracy a breakfast-lunch-dinner (supper) menu for a single day that includes examples of the six kinds of foods that should be eaten every day to keep his body healthy.

UNIT II: MY INDIAN FAMILY

Vocabulary

ENGLISH	ONEIDA
brother	he guh
cousin	gaw zay
daughter	ka yuh
father	la ga nih
grandchildren	ka ud lo o guh
grandfather	loc sote
grandmother	oc sote
man	lung
mother	og nol ha
nephew	eu wad duh
niece	ku wad duh
sister	k guh
son	ei yuh
uncle	lug nol ha
woman	ung

Objective

No. 104: Given the role names of members of his family and members of families of his acquaintance in English, the child will identify them in the Oneida language.

Activities

. Cut out and mount pictures of various family members. Show these mounted pictures to the class. Have the pupils identify them in the Oneida language.

. Tell the pupils that they will be pantomiming family members. Select a pupil to begin this activity and have him pantomime a family member. Ask him to call on other pupils for their Oneida language answers. The pupil who correctly identifies the family member will be the next one to do the pantomiming.

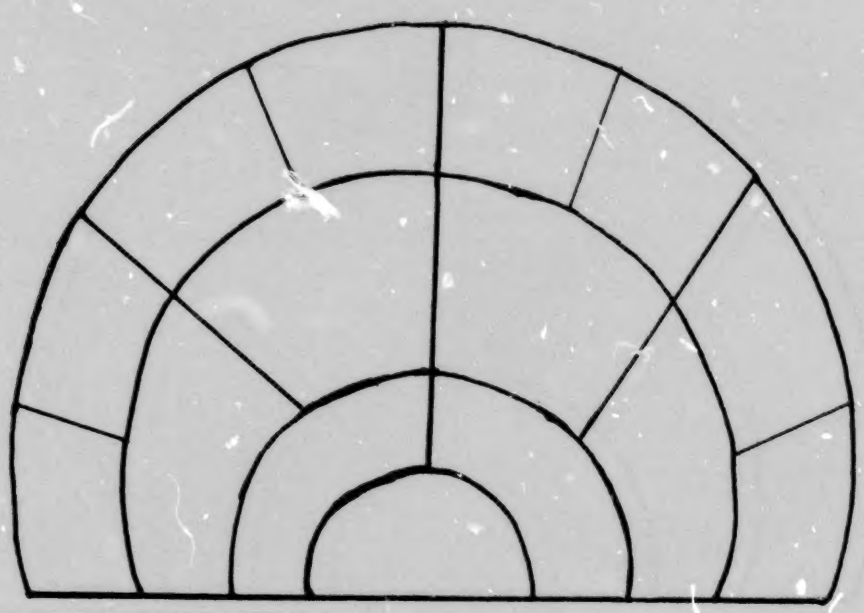
. Have the pupils make a geneological chart of their ancestors. On the chalkboard draw a large half circle chart similar to the one shown below. Ask for a pupil volunteer. Ask that pupil to print his name in the center space on the chalkboard chart. In the space above and to the right ask him to print his mother's name and directly above that the names of her father (to the left) and of her mother (to the right). Above these two names ask the pupil to print the names of each of his mother's four grandparents. In the spaces above and to the left of the center space ask the pupil to print his father's name and above that the names of his father's two parents and four grandparents. At the top of the chart print: I AM A CHILD FROM A LONG LINE OF ANCESTORS. Give the pupils drawing paper. Tell them to copy the title and to use the chalkboard chart as a model for their own chart. Tell them that they may add to their chart other interesting information about each ancestor such as his birthday, birthplace, skills, or profession. Tell the pupils to write the Oneida language family vocabulary items on the back of their chart.

Evaluation Criteria

Upon hearing the role names of members of a family, the learner will name them in the Oneida language with 80 percent accuracy.

GENEALOGICAL CHART

"I AM A CHILD FROM A LONG LINE OF ANCESTORS"



Objective

No. I05: The child will describe members of his immediate family.

Activities

. Have each pupil draw a picture of his family in which each member is doing a characteristic activity. Correlate this drawing activity with a similar art class activity.

. As a language arts project have each pupil write a descriptive sentence about each member of his immediate family.

. Have pupils volunteer to take the role of selected family members. Orally describe a setting or a situation and have the pupils role play within it.

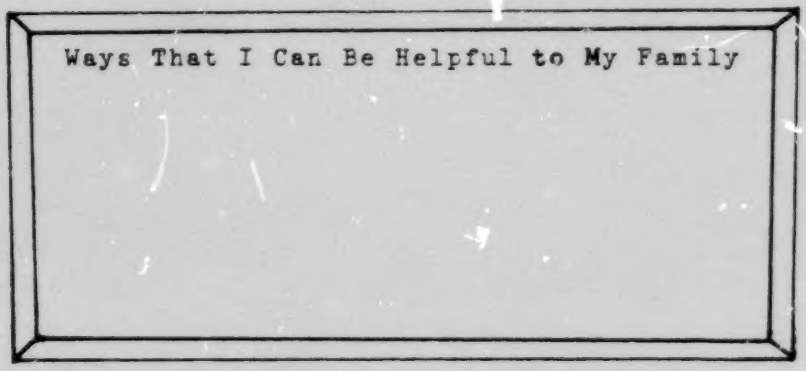
. Begin a class discussion on family activities. Ask the pupils to talk about what activities they share with their family. Have them tell about their favorite days spent with their family.

. Begin a class discussion on helping. Ask the pupils to think of ways that family members can help each other. List the suggested ways on the chalkboard. Then ask for two volunteers and have wall posters made listing the ways that family members and families help each other.

. Tell the pupils that they will be making stick puppets to represent each member of the family. Give each pupil a sheet of cardboard or manila paper. Instruct the pupils to draw the figures in such a way that the father is seven or eight inches tall and the other family members are in proportion. Have them use paints or colored crayons to dress each figure in realistic clothing. Provide them with thumb tacks to use in fastening each figure to a ruler, pencil, or other such item five or six inches longer than the figure. Explain to the pupils that this five or six inch extension becomes the handle for moving the figure.

. Ask the pupils to imagine that their puppets are members of their family. Assist them in moving their puppets on the tabletop stage and in having them speak to each other in the Oneida language. Group or pair off the pupils and ask them to develop a role-playing situation in the Oneida language for their puppets. Ask for volunteers to present their role-playing situations to the class.

. Ask each pupil to think of ways that he can be helpful to his family. Suggest ideas such as doing a job each day without being told, preparing a meal, baking a cake, cleaning the kitchen, and making the bed each day. List these suggestions on the chalkboard as a model. Ask the pupils not to use these same items, but to make a list of other such ideas. After the lists have been completed, select pupils to share their ideas with the class. Discuss the ideas presented and correlate them with a similar consideration of such ideas in the Oneida language.



Evaluation Criteria

When asked to do so, the learner will describe members of his immediate family. Teacher judgment will determine acceptable performance.

UNIT III: GETTING ACQUAINTED IN SCHOOL

Sentences

ENGLISH	ONEIDA
Come again.	Da dace say ge way.
Do you know him?	Het se yondale guh?
How are you?	Sagole.
How do you feel?	Skun a go guh?
How old are you?	Do no des o slee cg gu?
I know him.	E un dale.
Sit here.	Gu new sude.
Take it easy.	Skun ah su ah.
Thank you.	Yow wong ko.
This is my mother.	Na giguh og nul ha.
What do you like to study?	Na ta nay es qua ne azulee hunee?
What shall we play?	Na ta nad wud yal?
When can you come to visit?	Gunt gay own owad na dol?
Where do you like to go?	Gut saw nay hund o?
You are a good friend.	Yun gaw do lo.
You are welcome.	Yow.

Objective

No. I06: The child will greet other Oneidas, identify himself, and give information about his family and his friends.

Activities

. Tell the pupils that they will be dramatizing getting acquainted situations. Ask them to write dialogues, memorize them, and to act them out for the rest of the class.

. Give the pupils instructions for playing a guessing game in which a volunteer is blindfolded, and is asked to select another pupil and by feeling his clothes to guess his name. A second variation of this game is to begin by describing the clothes that a pupil in the classroom is wearing and then asking, "Who is it?" Have the pupil who guesses the name of the person being described may describe someone else by beginning with the words "He is wearing..." and ending with the question "Who is it?"

. Model a target Oneida getting acquainted sentence. Ask the pupils to mention a getting acquainted situation in which the Oneida sentence could be used. Continue modeling the sentences and list the situations on the chalkboard. Have the pupils copy the list and suggest that they use one of these situations as the location for the getting acquainted dialogue they are writing.

Evaluation Criteria

The learner will greet other Oneidas, identify himself, and give information about his family and his friends in a written dialogue. Teacher judgment will determine acceptable performance.

Objective

No. I07: The child will express his ideas about how he can be a good friend.

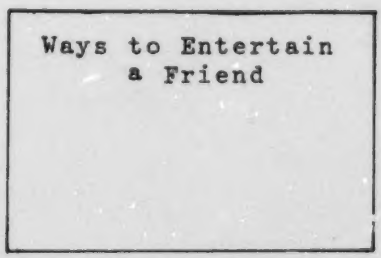
Activities

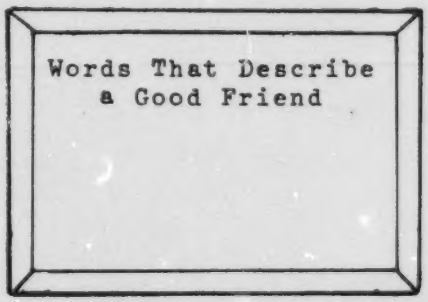
. Have the pupils prepare a recitation telling who their favorite friend is. Ask each one to tell why he has chosen this person for a friend. Others may guess who the friend is.

. Begin this activity by discussing with the pupils ways that people can be friendly. Ask about the Golden Rule. Discuss the difference between being friendly and being a friend to another person. Ask the pupils to suggest words that describe a good friend. List those words on the chalkboard. Have the students copy this list.

. Ask the pupils to write a story telling how they and someone else became friends. Suggest that they use their list of words that describe a good friend. Have them tell their story to the class.

. Discuss with the pupils the ways that they entertain a friend when one comes to visit in their home. Ask them to suggest ways that they would like to be entertained at a friend's house. After the discussion ask for volunteers to design a poster entitled Ways to Entertain a Friend.





Evaluation Criteria

When asked to do so, the learner will describe how he can be a good friend. Teacher judgment will determine acceptable performance.

Objective

No. I08: The child will identify himself with his family, his friends, and other Oneidas.

Activities

. Ask the pupils each to think about a particular friend that they met in an exciting way. Invite the pupils to tell the others about how they met that friend.

. Make picture magazines available to the pupils. Ask them to find pictures of ways that one can get acquainted at school. Instruct them to mount these pictures on a single sheet of construction paper or to use the paper and pictures to make a getting acquainted collage. When their posters or collages are finished ask the pupils first to show them to the class and then to tell about them.

. Set up an imaginary getting acquainted situation with regard to a member of the family. Ask for volunteers to assume the target roles. Tell the pupils who are selected for the roles that they are those persons whose roles they have been given. At appropriate cut-off points in the role-playing activity change the character roles and assign other pupils to these new roles. Continue this activity for several days. Each day verbally establish a new role-playing situation involving different family members.

. Tell the pupils that they are to tell the class about a telephone conversation with a friend. It can be a report of an actual conversation. Tell them that the conversations should be about something that is important to them and not just about arranging to meet somewhere later.

. Ask the pupils to write a letter to a relative or to a friend who has moved away and to read the letter to the class. Have other classmates write and read appropriate replies. Ask the pupils to use Oneida words that they have learned. Encourage members of the class to write to relatives and friends who are near or far away. Correlate this activity with language arts.

. Game. Indian Chief - For the game of Indian Chief choose a child to be chief. Ask the child to cover his eyes while the other children (braves) select a medicine man. Ask the chief to uncover his eyes after the medicine man has started a motion such as clapping his hands or any other

motion he chooses. Direct the braves to imitate the medicine man; at intervals have the medicine man change his motion. Give the chief three chances to guess who the medicine man is. If he is successful, have him choose the next chief, but if he fails, allow the medicine man to become chief. When the medicine man becomes chief, have the braves choose a new medicine man and continue the game.

Evaluation Criteria

The learner will write a paragraph about himself, his family, his friends, and other Oneidas. The goal of this activity is that the learner demonstrate a positive attitude towards his interaction with family, friends, and other Oneidas. Teacher judgment will determine acceptable performance.

TOPICAL AREA II

THE NECESSITIES OF LIFE--FOOD, CLOTHING, AND SHELTER

UNIT I: FOODS FROM NATURE--DISCOVERED AND CULTIVATED BY US AND EATEN NOW

Vocabulary

ENGLISH	ONEIDA
beans	osahaat
carrots	ogeenqualotal
corn	onust
creamed corn	ogasloda
dried corn	ganahunt
melons	wayhalees
potato	onanot
pumpkin	onuslago
red beans	onegunta osahaat
squash	yoodunleetstoot
three sisters (corn, beans, and squash planted together)	onust, osahaat koli yoodunleetstoot

Sentences

ENGLISH	ONEIDA
We worked hard.	OOscun wagunt asa ne gundah nozuh waongqui youd.

Objectives

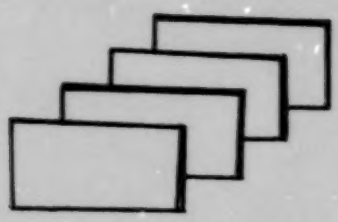
No. I09: The child will name in English and the Oneida language the foods that the Oneida Indians planted, raised, and ate.

Activities

. Ask the pupils to draw the vegetables that the Oneida Indians planted. Instruct them to color the vegetables and to label them in English. Provide the necessary art supplies. When all the drawings have been completed, choose one of the pupils to be "it". Have him point to one of the vegetables in his drawing and say, "Na ta nay ga eek?" (What is this?). The one who answers correctly in the Oneida language is that next to be "it" and will point to a vegetable in his own drawing.

. Instruct the pupils as to how to make individual sets of flashcards for the foods that the Oneida Indians planted, raised, and ate. Ask them to use the cards to practice identifying the selected foods.

. Ask the pupils to work in pairs. Tell them that they are to use their food flashcards. One of them is to name in English a food that the Oneida Indians planted, raised, and ate; and the other one is to respond by naming it in the Oneida language. Instruct them to alternate turns and to continue until the time allotted for the activity has expired.



Evaluation Criteria

When asked to do so, the learner will list in English and the Oneida language with 80 percent accuracy the foods that the Oneida Indians planted, raised, and ate.

Objective

No. I010: The child will describe how the vegetables that the Oneida Indians planted, raised, and ate are grown.

Activities

- As a class project encourage the pupils to collect, cut out, and mount pictures showing how the vegetables that the Oneida Indians planted, raised, and ate are grown. When they have been completed, show these mounted pictures to the class.

- Have the pupils germinate beans and watch them grow. Direct the children to keep records of the result. After the vegetables have grown, have a "show and tell" garden show.

- Visit a farm with the class to see how the vegetables that the Oneidas planted are grown.

- Begin a class discussion of how the vegetables that the Oneida Indians planted are grown. Ask the pupils to express their ideas in complete sentences. Write these sentences on the chalkboard. Instruct the pupils to copy these sentences and to keep them as a study guide.

- On the chalkboard list the vegetables that the Oneida Indians raised. Have the pupils choose a vegetable they would like to grow and give a report to the class.

Evaluation Criteria

When asked to do so, the learner will describe how one of the vegetables that the Oneida Indians planted, raised, and ate is grown. Teacher judgment will determine acceptable performance.

Objective

No. I011: Given an unlabeled map of the United States, the child will locate and label the corn states, and show important corn products and uses of corn.

Activities

. Assist the pupils in locating the corn belt on the map. Give them time in class to practice naming the corn states.

. Draw a map of the United States. On the map draw pictures of corn to show the corn belt, or paste on the map pictures of corn to show where it is grown. Discuss this map with the pupils. Instruct them to use it as a model in making their own map.

. On the chalkboard, list all the uses that were made of corn. Instruct the pupils to copy this list and to keep it as a study guide.

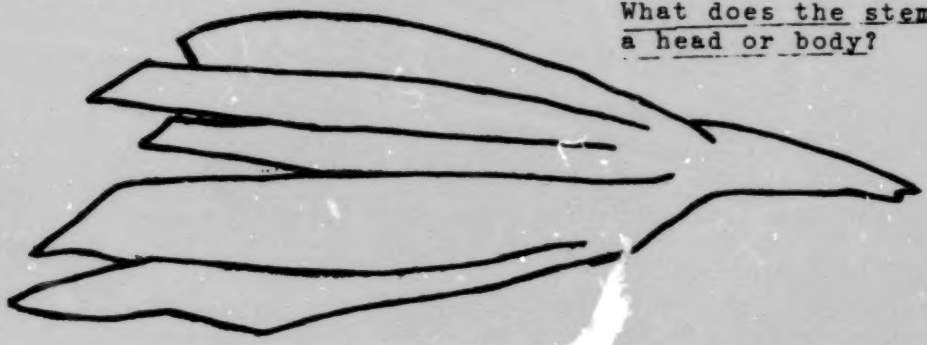
. Prepare an instruction sheet for making corn husk animals. (A sample of such a sheet is given below on page 25.) Provide the necessary art supplies as follows: dried corn husks, glue, a brush, and string. Display the corn husk animals at the school art fair.

Evaluation Criteria

From memory the learner will complete a pictorial map of the United States so that it shows the corn states, corn products, and uses of corn. Teacher judgment will determine acceptable performance.

I011

Remove corn husk from corn. Make sure leaves and stem stay in one piece. Dry. What does the stem suggest--a head or body?



Form body by painting white glue on husk. Hold together with rubber band after squeezing. Dry.

Trim body to desired shape. For legs twist several leaves of husk together and glue.

After legs dry, cut rolls. Add eyes. Glue on corn silk for hair or tail. Make other animals.

Objective

No. I012: The child will name, locate, and give the current market price of vegetables grown by other American Indians.

Activities

. Ask the pupils to mention vegetables that they've eaten. List these vegetables on the chalkboard. Then ask the pupils to suggest other vegetables that they know of. Add these items to the chalkboard list. Instruct the pupils to copy this list.

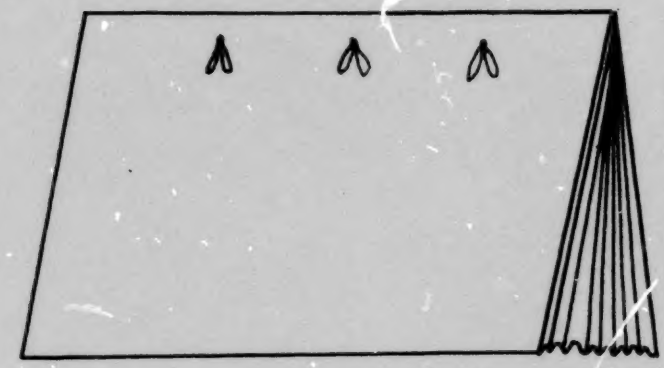
. Ask the pupils to select an American Indian tribe and to do supplementary reading to find out what vegetables are grown by that tribe. Have each pupil draw a map of the United States and color in the vegetables on the map to show where they are grown. Ask that the map be labeled with the name of the Indian tribe selected by the pupil.

. Ask each pupil to design a page for a booklet showing the vegetables that American Indians grow and the different dishes made with them. Instruct the pupils that their page is to be entitled with the name of the Indian tribe they've selected and that they are to include their name on the page as well. The vegetables and vegetable dishes drawn on the page are to be the ones grown and eaten by that Indian tribe. Provide the necessary art supplies.

. As a class project, encourage the pupils to collect and cut out pictures of vegetables grown by American Indians. Ask for volunteers to design a large outline map of the United States and to mount it on the wall. Instruct the pupils to use their food booklet map as a reference for pasting their cut out pictures on the wall outline map.

. Plan and schedule a class field trip to a local vegetable market. Ask the pupils to identify the vegetables grown by the American Indians, to list them, and to make a notation of their current market price upon returning from the field trip. Compile a master list of these vegetables and their current market price on the chalkboard. Instruct the pupils to copy this information and to use it as a study guide.

. As an art project, make paper-mache vegetables in class. Provide the necessary art supplies. Upon completion of the project discuss with the pupils the importance of eating vegetables. As a cover for the booklet have the students design a composite United States map showing each Indian tribe researched and the vegetables grown by that tribe.



Evaluation Criteria

When asked to do so, the learner will list vegetables that are grown by other American Indians and will indicate where they are grown in the United States and the current market price for each vegetable listed--all with 80 percent accuracy.

UNIT II: APPROPRIATE CLOTHING FOR GOOD HEALTH

Vocabulary

ENGLISH	ONEIDA
boots	da yolees lace
clothing	hud ya dcw wat (huts slun ya)
coat	hud ya dow wat (huts slun ya)
dress	hud ya dow wat
dress clothes	hud ya dow wat (huts slun ya)
hat	ana lo
mittens	ha na naugh
pajamas	yo new wat
pants	ah nusqua
raincoat	yu gon nc lata hud ya dow wat
shoes	ho to sugh
socks	ad lawth
suit	hun dos slun yat

Objective

No. I013: Given an illustration or series of illustrations showing selected articles of clothing, the child will name them in the Oneida language.

Activities

- **Give the pupils instructions** for making individual sets of 3" x 4" flashcards for the articles of clothing. Ask them to use the cards to practice identifying the articles of clothing in the Oneida language.

- Pair off the pupils and ask that they name orally in Oneida the articles of clothing on their flashcards. Instruct them to alternate turns. To make this a game activity, tell the pupils that the player with the most cards wins. Continue this activity either until all the articles have been named correctly or until the time allowed for the activity has expired.

- Tell the pupils that they will be making Indian cutouts. Give each pupil a sheet of cardboard or manila paper. Instruct them to draw their Indian figure so that he is seven or eight inches tall. Have them use paints or colored crayons to decorate their figure.

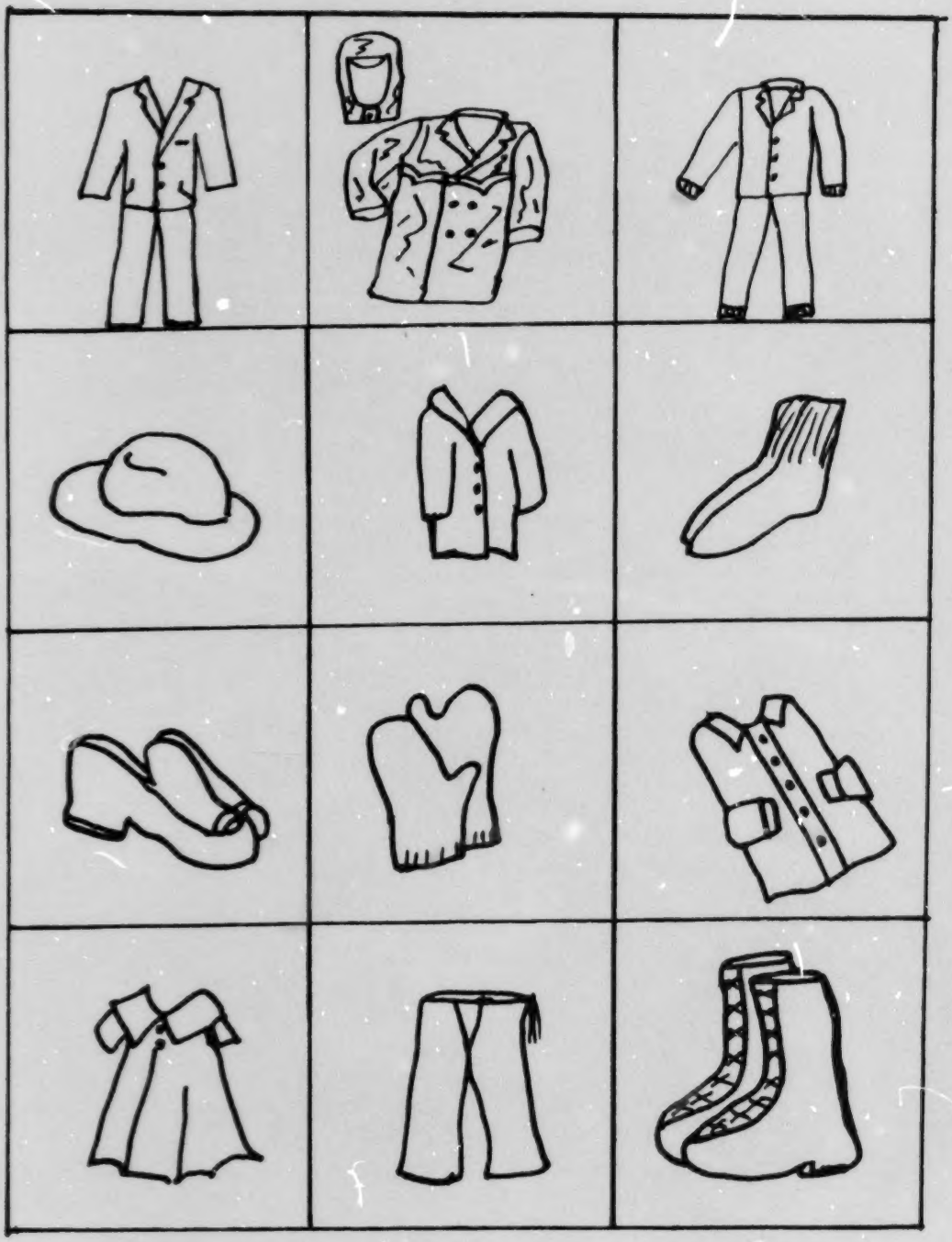
- Tell the pupils that they will be making different types of clothing for their Indian cutout. Instruct them to make clothing that corresponds to the articles shown on their flashcards. Provide the necessary art supplies for this activity.

- Prepare a worksheet similar to the one shown below. Have the pupils label the items in Oneida.

Evaluation Criteria

The learner will name in the Oneida language the articles of clothing in an illustration or series of illustrations with 80 percent accuracy.

I013



Objective

No. I014: Given a list of the four seasons, the child will list appropriate clothing for each season: spring summer, fall, and winter.

Activities

. Have each pupil find and cut out from magazines pictures of several different kinds of clothing that people wear. Instruct them to mount these pictures on a poster size sheet of construction paper that has been divided into quarters. Have the pupils write the name of one of the four seasons on each of the four quarters and instruct them to place in each quarter clothing that is appropriate for that season. Provide appropriate art supplies.

. Ask the pupils to make flash cards showing clothing worn during a particular season. Ask them to use the cards to practice identifying appropriate clothing for each season.

. Ask the pupils each to fold a piece of paper in half lengthwise. Divide the chalkboard into two areas corresponding to the columns on the pupils' paper. Number each column from 1 to 4. Write the four seasons in English in the first column and in the Oneida language in the second. Instruct the pupils to copy these lists and to keep their paper as a study guide.

. Ask the pupils to take out their Indian cutout figure. Tell them that they will be making different types of clothing for their figure. Instruct them to make four sets of clothing--each set containing clothing appropriate for a different season.

. After pupils are familiar with these seasons, ask them to design a seasonal clothing booklet. Tell them that they are to include in their booklet pictures of clothing worn during each of the four seasons.

Evaluation Criteria

The learner will list five articles of appropriate clothing for each of the four seasons: spring, summer, fall, and winter with 80 percent accuracy.

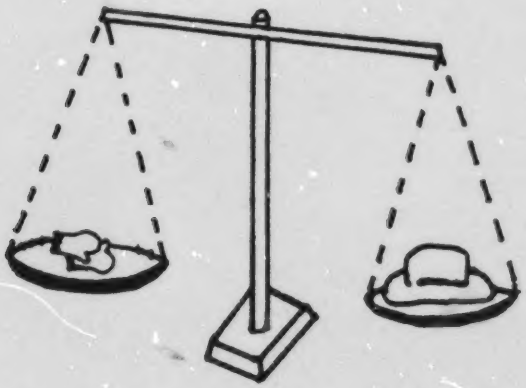
Objective

No. I015: The child will list ways to make clothing last longer.

Activities

. Discuss ways to make clothing last longer. Have pupils recite in complete sentences.

. Bring samples of clothing material and have pupils sort the pieces according to weight.



Evaluation Criteria

The child will list with 80 percent accuracy ten ways to make clothing last longer.

UNIT III: THE HOME (THEN AND NOW)

Vocabulary

ENGLISH	ONEIDA
attic	qua a ae a niq
basement	auts a dunequck
bathroom	yundadohul da ducq
bathtub	yun dawas ducq
bed	ganuckt
bedroom	dune no wats
chair	anistquc luck
cupboard	ya quian ducq
davenport	yundolees on ducq
dining room	dyn da coon yat
downstairs	a tog ga
dryer	gus ta tot
front room	gee dunjun ducq
kitchen	dyacoonyat
lantern	ya gish ta lucq
light	ya gish to ducq
made of logs	day ga lungut
made our furniture	day ga lunda luwunnie to lund yundyah
piano	wadlanote
porch	gee josgunt
radio	wadlanote

ENGLISH	ONEIDA
refrigerator	ga whis tot
sink	yunt cooso hul la ducq
sofa	yund da ducq
stereo	wadlanote
stool	ya ta gus soat anistquc luck
stove	yacoonnya ducq
table	ud a qua lucq
television	guyuddalas
upstairs	aniq
washer	yun no hul la dune ducq
window	yosunt do ga lunt

Objective

No. I016: The child will name the various rooms of a house and list the furniture appropriate for each room.

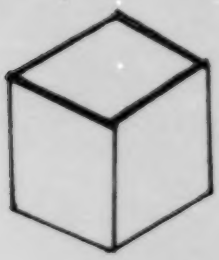
Activities

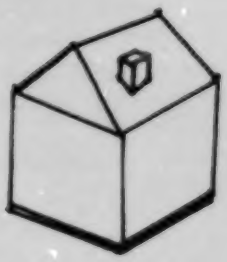
. Ask each pupil to talk about his own house. Correlate this activity with other language arts and art activities.

. Have the pupils find pictures of different rooms and of the furniture in the rooms. Instruct the pupils to mount these pictures on construction paper. On the back of each sheet ask them to write the names of the items of furniture in the picture.

. Give the pupils a list of the various rooms of a house and a scrambled list containing furniture appropriate for each room. Ask the pupils to group the furniture items according to the room for which they are most appropriate. Circulate and individually check the groupings. Instruct the pupils to keep this grouping list as a study guide.

. As a class project, have the pupils make a house out of a large cardboard box. Ask them to paint and decorate it. Have the class make cardboard furniture and place the pieces in the house for display. Provide the appropriate art supplies for this activity.





Evaluation Criteria

When asked to do so, the learner will name the various rooms of a house and list the furniture appropriate for each room with 80 percent accuracy.

Objective

No. I017: Given an illustration or series of illustrations showing selected items of furniture, the child will name them in the Oneida language.

Activities

- Give the pupils instruction in making individual sets of flashcards for the selected items of furniture. Ask them to use the cards to practice identifying the furniture in the Oneida language.

- Pair off the pupils and ask that one child describe a piece of furniture and that the other one name it in Oneida. The pupils will alternate turns. Continue this activity either until all the furniture has been named correctly or until the time allotted for the activity has expired.

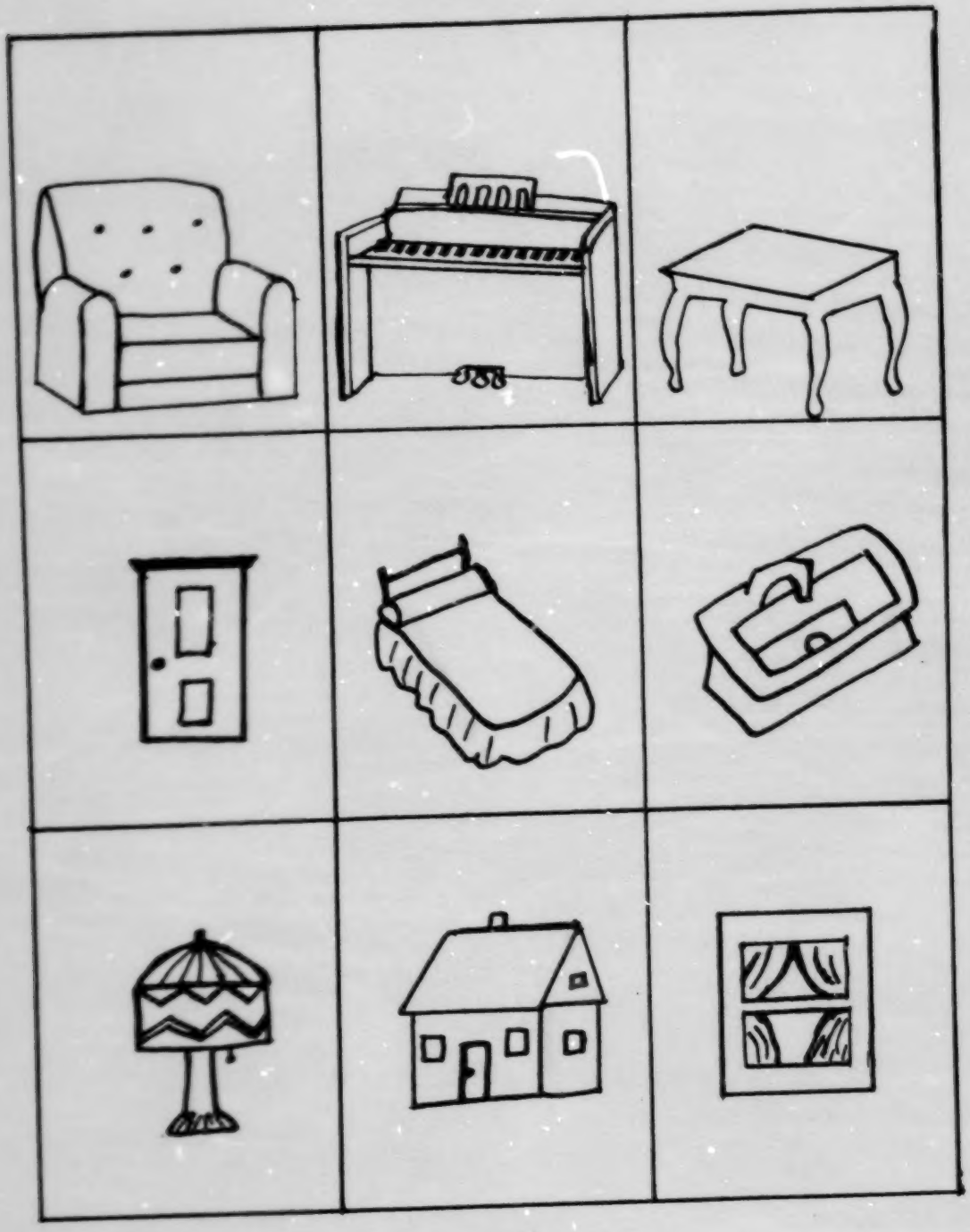
- Ask the pupils to work in pairs. Tell them that they are to use their furniture flashcards. One of them is to name a piece of furniture in English and the other one is to respond by naming it in the Oneida language. Instruct them to alternate turns and to continue until the time allotted for the activity has expired.

- Ask the pupils to write the English names for the pieces of furniture which have been studied. Next to each ask them to write the Oneida word for each piece. Write these items on the chalkboard and instruct the pupils to copy them. Call the attention of the pupils to the fact that the items of furniture are best remembered if listed alphabetically.

- Prepare a worksheet similar to the one shown below. Have the pupils label the items in Oneida.

Evaluation Criteria

The learner will name the selected items of furniture in the Oneida language in an illustration or series of illustrations with 80 percent accuracy.



Objective

No. I018: The child will acquire information about the early homes of the Oneida people.

Activities

- Find pictures of different styles of homes and have the pupils learn the names of each style.
- Correlate this unit with art. Ask the pupils to draw the various types of homes: tudor, victorian, colonial, georgian, bungalow, condominium apartment building, highrise, townhouse, ranch house.
- Give the pupils the assignment of finding books in the library on different styles of homes and have them prepare and give a short report to the class.
- Ask the class to make posters showing different types of houses. Do this after the sessions on the various building materials and styles of homes.
- Ask the pupils to make reports on what they have read about different types of homes in other countries. The reports may be given orally or be written.

Evaluation Criteria

The learner will demonstrate that he has acquired information about the early homes of the Oneida people by writing a paragraph on the topic How the Early Homes of the Oneida People Are Similar to or Different from the Styles of Homes Studied by the Class. Teacher judgment will determine acceptable performance.

TOPICAL AREA III

URBAN AND RURAL LIFE AND THE COMMUNITY WORKER

UNIT I: LIVING IN THE CITY

Vocabulary

ENGLISH	ONEIDA
animals	gulle
bad street (roads)	yohahuc
barn (where animals are)	yawahik tahga
club (place to have meetings)	dahundlusta
good street (roads)	yohahe
lake	gunegunyadulla
ocean	gunyadullaga
passenger	jayadut
river	guhnuhaduddi
skyscraper	anicgajudnoosot
spotted	yasadulun
superhighway	yohahowan
swimming pool	yundawastduc
traffic light	gajhistohul
train	dausladagut
zoo	gullu geetgundeda
bear	oqual
bobcat and lynx	guhnowagah
camel	yonowaqwalunt
elephant	onnoqwalosahgo

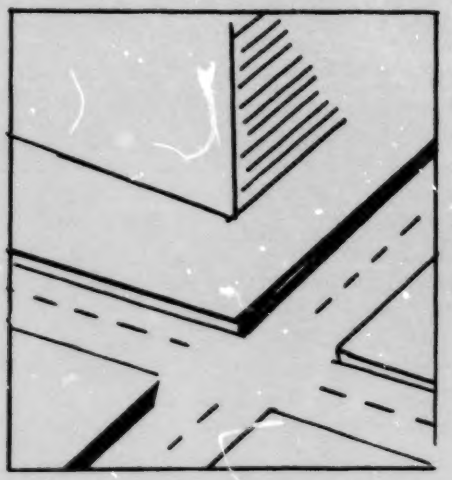
ENGLISH	ONEIDA
fox	skunuc
goat	guyaduglas
lion	guhluc
moose	skanosa
rat	ogeenogo
tiger	dayoqwalunta
wolf	otahung
zebra	dayoyahqwalunta

Objective

No. I019: Given a grid, the child will develop a pictorial map of his neighborhood.

Activities

- Ask the pupils to make maps of the location of their home. Instruct them to draw-in pictures of houses, schools, and churches, and to identify where a good friend lives.
- Take a walking field trip with the class. Tell the pupils to take paper and to record things they see that would be interesting to tell others who have not been on a walking field trip.
- Discuss with the pupils what a busy neighborhood street corner is like during a specified time of day.



Evaluation Criteria

The learner will draw a pictorial map of his neighborhood on a grid with 80 percent accuracy.

Objective

No. I020: Given a list of city vocabulary items, the child will develop classification categories for them.

Activities

. With the pupils, plan a travelogue through the city. Look for articles and pictures of historic sites, places of scenic beauty, and other interesting features to enjoy along the way.

. Make a resource book of articles and pictures. Classify them according to parks, occupations, educational institutions, famous people, churches, and natural resources.

. Ask the pupils to collect pictures showing ways of travel in the city, to find pictures showing the types of recreation there are in the city, and to find out what the tallest buildings are used for and where they are located. Instruct the pupils to mount these pictures, and to write out and post the information they have gathered.

. Correlate this unit with art. Ask the pupils to draw pictures showing ways of travel in the city, types of recreation, and the location and use of the city's tallest buildings.

. Play the game called Gulle. The children are to be able to classify things names into three different classes. One is gulle, another hudyadowat, and the third, guyuntosa (animals, plants, and clothing). This will help to review the things that were learned in the previous units. At first, call out various items and have the pupils classify each one. Later select a pupil to be the caller. After the pupils can classify well, hold a contest in which each pupil receives a point for a correct answer and the pupil with the greatest number of points wins the game. Another variation of this game is that the pupils be given a list of different plants, clothing, and animals on a sheet of paper and that the children classify them as to gulle, hudyadowat, or guyantosa.

Evaluation Criteria

The learner will develop classification categories for given city vocabulary items with 80 percent accuracy.

Objective

No. I021: The child will develop a list that identifies various aspects of city life and will categorize each aspect as either an advantage or disadvantage of city living.

Activities

- Discuss with the pupils reasons why people move to the city. List these reasons on the chalkboard. Ask the pupils to copy the chalkboard list. Have each pupil choose one of these reasons and create a city promotion poster.
- Discuss with the pupils the advantages and disadvantages of city living. List these advantages and disadvantages on the chalkboard in two columns. Instruct the pupils to copy these chalkboard lists and to use them as a study guide.
- Correlate this objective with language arts and have the pupils write a paragraph entitled What I Like or Do Not Like about Living in the City.

Evaluation Criteria

The learner will list twenty aspects of city life as either "An Advantage of City Living" or "A Disadvantage of City Living" with 80 percent accuracy. If a response is questionable, teacher judgment will determine acceptability.

Objective

No. I022: Given an illustration or series of illustrations showing several things of the city, the child will name them in the Oneida language.

Activities

- Have pupils make flashcards or pictures of the things of the city. Ask them to show their items to the class and see how many of the other pupils can name them in the Oneida language.

- Ask the pupils to work in pairs. Tell them that they are to use their things-of-the-city flashcards. One of them is to name a thing of the city in the Oneida language and the other one is to respond by naming it in English. Instruct them to alternate turns and to continue until the time allotted for the activity has expired.

- Choose one of the pupils to be 'it'. Have him point to a picture of a thing of the city and say, "Na ta nay ga eek?" (What is this?). The one who answers correctly is the next one to be 'it', and will point to another picture and ask, "Na ta nay ga eek?"

Evaluation Criteria

The learner will name in the Oneida language the things of the city in an illustration or series of illustrations with 80 percent accuracy.

Objective

No. I023: Given an appropriate illustration or series of illustrations, the child will name zoo animals in the Oneida language.

Activities

. Ask the pupils to draw a mural of zoo animals that they have seen on a trip. List the Oneida animal vocabulary terms on the chalkboard. Ask the pupils to review the list with you and then to copy the items.

. Prepare a worksheet similar to the sample shown below. Ask the pupils to identify the illustrated zoo animals and to label them in Oneida.

. Correlate this activity with art. Ask the pupils to draw a mural of circus animals. Practice with them the naming of all the animals in the Oneida language.

Evaluation Criteria

The learner will name in the Oneida language selected zoo animals in an illustration or series of illustrations with 80 percent accuracy.

UNIT II: LIFE IN THE COUNTRY (THEN AND NOW)

Vocabulary

ENGLISH	ONEIDA
hammer	awnegounglaast
hoe	aut soocd
rake	dah yung gah la le ducq
saw	day a sungalyuk

Sentences

ENGLISH	ONEIDA
Did you finish your work?	Was thuneguh ge slyoud?
I fed the horses corn.	Wa ka a negla nunt gasados.
I gathered eggs.	Wuck sa ha duct.
I picked beans.	Ya gua sahate.
I washed dishes.	Wa gekso hot enny.
We planted beans, corn, and squash.	A wac gwayant ozahate onust kali yo dun leets tot.
We slid downhill.	Da yundda sla ta luc.
What kind of work does he do?	Na ta lo youd?
Where does your father work?	Sut sa new neago youd ya nih?

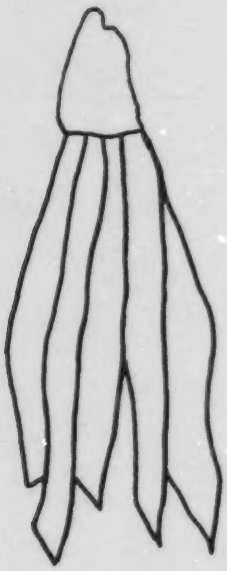
Objective

No. I024: The child will describe on Oneida Indian country life activity of the past.

Activities

. Tell about the early tools of the Oneida Indians. Ask the pupils to share with the class what they know about such tools. On the chalkboard draw the tools that were discussed. Have the pupils make their own labeled pencil drawings of these tools.

. As an art project show the pupils how to make dolls with corn husks. Have them make clothing for their doll. Provide the necessary art supplies.



Evaluation Criteria

When asked to do so, the learner will draw a picture depicting an Oneida Indian country life activity. On another sheet of lined paper he will write a paragraph describing the activity shown in his drawing. Teacher judgment will determine acceptable performance.

Objective

No. I025: Given a learning task, the child will accomplish it in a way that Oneida Indian children did when there were no schools.

Activities

. Tell the pupils that Oneida Indian children learned skills such as "counting" through rhymes such as the one listed below.

One, two, three little Indians
Four, five, six little Indians
Seven, eight, nine little Indians
Ten little Indian boys.

Ten, nine, eight little Indians
Seven, six, five little Indians
Four, three, two little Indians
One little Indian boy.

Oneida Indian Language

Oska, dagne, ahsa ganeeha naaza Lanugwayhu
Gayae, wisk, yayak ganeeha naaza Lanugwayhu
Jaduk, daglu, wadlu ganeeha naaza Lanugwayhu
Oyae ganeeha naaza Lanugwayhu ladeksa su.

Oyae, wadlu, daglu ganeeha naaza Lanugwayhu
Jaduk, yayak, wisk ganeeha naaza Lanugwayhu
Gayae, ahsa, dagne ganeeha naaza Lanugwayhu
Oska ganelah Lugwayhu laksa.

. Write the numerals listed below on the chalkboard. Ask for volunteers to name these numerals in the Oneida language. Write the Oneida pronunciation after each numeral. Instruct the pupils to copy the chalkboard list.

10 oyale	50 wisk ne wus	90 wa dlu ne wus
20 dawus	60 yayak ne wus	100 oska da wa nya wae
30 ah sa ne wus	70 ja dawk ne wus	200 da gne da wa nya wae
40 ga yae ne wus	80 da glu ne wus	300 ah sa da wa nya wae

Evaluation Criteria

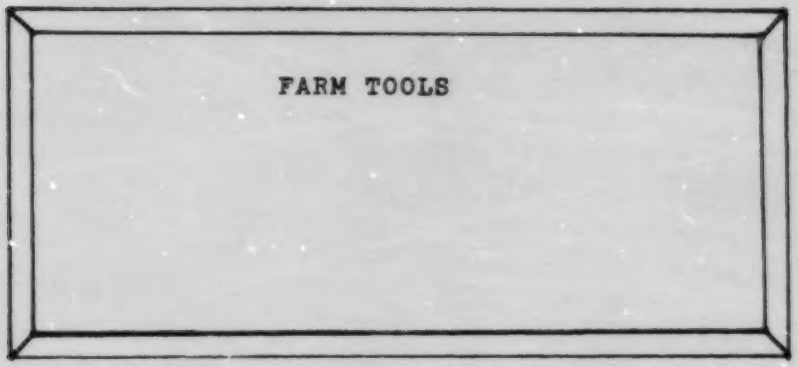
The learner will learn numeral names in Oneida. The goal of this activity is that the learner will learn these numeral names in a way similar to how Oneida Indian children learned them even though there were no schools. Teacher judgment will determine acceptable performance.

Objective

No. I026: The child will identify the major characteristics of a farm.

Activities

- Discuss with the pupils what animals are found on the farm and what uses are made of each animal.
- Have the class visit a farm. Prepare the class for this visit. Correlate this project with English and have the children write about their visit.
- Have the pupils make folded animals as an art project. Have them use a medium weight of construction paper and crayons or felt tip markers. Instruct the pupils to fold the paper in half according to the size of the animal. The fold becomes the top of the animal's back.
- Assist the pupils in finding pictures of tools that are used on the farm. Make a bulletin board display called "Farm Tools."



Evaluation Criteria

When asked to do so, the learner will identify the major characteristics of a farm with 80 percent accuracy.

Objective

No. I027: Given a list of selected geographical regions, the child will list and describe various types of work done in rural areas in these regions.

Activities

. Have the pupils study and report on the following:

How did the work of women differ from men's work in various geographical regions?

What kinds of work can be done by one person? By two people?

What kinds of work must be done by more than two people?

How is mail collected and distributed?
Where can we find out how mail is handled?

Evaluation Criteria

The learner will list and describe various types of work done in rural areas in selected geographical regions with 80 percent accuracy.

UNIT III: COMMUNITY WORKERS (NEIGHBORHOOD FRIENDS)

Vocabulary

ENGLISH	ONEIDA
dentist	sugunawelucyus
doctor	ladegjant
fireman	ladaaswut
grocer	ladenenuh
landlord	sugonusanehus
mailman	gayadusalegalenyas
nurse	dayagoosnaa
policeman	sogoyaness
principal	dohundujundudleehunawkne
social worker	youncheeyadagenhus
teacher	yugolenunawnee

Objective

No. I028: Given a list of community helpers, the child will identify the area of employment and general duties of each one.

Activities

. List the following areas of employment on the chalkboard:

architecture	law	pharmacy
chemistry	library	psychology
engineering	ministry	social work
journalism	nursing	teaching

Also list in scrambled order the corresponding community worker role names. Instruct the pupils to match the community worker with the area of employment.

. As a class project make a mobile of the instruments or tools that each community worker uses. Have pupils guess what each display represents. Correlate this project with art class activities. Hang the cutouts on a hanger. Ask the pupils to bring coat hangers; provide the other necessary supplies.

. Suggest to the class places to visit: fire station, post office, supermaket, clinic, busy street corner, etc. Ask the pupils to suggest other places. Discuss each possibility and plan a walking trip.

. Ask the pupils to choose a community worker. Tell them that they are to gather and organize information about the general duties of that worker. After each group of reports compare, evaluate, and generalize about the particular area of employment during a general discussion period.

Evaluation Criteria

The learner will identify the area of employment and general duties of each community helper on a given list with 80 percent accuracy.

Objective

No. I029: Given an article about a current American Indian news event or a prominent American Indian person, the child will describe it or him in terms of who?, what?, when?, where?, and why?.

Activities

- Have pupils pantomime a chosen community worker. Have other pupils guess which worker it is.
- Maintain a social studies bulletin board for American Indian news items brought in by pupils. Have pupils present a resumé of the item brought into the class.
- Play the guessing game "Who Am I?" based on a prominent person in a local, state, or national field. Use a map to point out the location.

Evaluation Criteria

The learner will write a paragraph describing a prominent American Indian or a current American Indian news event featured in an article given to the child or in an article brought to class by him. The goal is that the person or event be looked at in terms of who?, what?, when?, where?, and why?. Teacher judgment will determine acceptable performance.

Objective

No. I030: The child will describe the training required and the work done by community service helpers.

Activities

. Discuss with the class the amount of training required to become an expert in any field. Support this with accurate information from papers, magazines, or other related material.

. Introduce the personal interview and show the value of biography and similar knowledge of other people.

. Discuss group contributions as well as individual ones.

. Choose an excursion to take each month. Tell the children to make note of the community helpers. Inform the children that each will bring back his own contribution to tell the class and that others will add to each excursion report.

Evaluation Criteria

The learner will write a paragraph describing the training required and the duties of a community helper. Teacher judgment will determine acceptable performance.

TOPICAL AREA IV

TRIBAL CULTURE

Sentences

ENGLISH	ONEIDA
Come eat.	Sude coon.
I cooked my own meals.	Guhdudaa coon nyawnee.
I have eaten.	Wa gek coon dowh.
I helped my father.	Wa heeah dahjen laganih.
I helped my mother.	Wa heeah dahjen. Ognolha.
Many Indians danced at the powwow.	Dahunc qwa qwaa oungwaa-huwaynay.
Mother made baskets.	Ognolha wawah sloan.
Taste the food.	Ha yunda qwutgus.
The best dancer won money.	Waha whista logo geenato lonhowo.
The drummer played and sang.	Ladena quiaucks watahdee leewuck.
We made bread.	Wa agun gun nastohul.
We made soup.	Wa agun olanuh.
We played La Crosse.	Da gunnazza watadee.
We sang songs.	Wagya da leewuck.
Who danced the best?	Hunkanaho yagolonghowee dayanunyuck?

Objective

No. I031: The child will list Native American Indian foods and for each dish listed will name the American Indian tribe from which it came.

Activities

. Make a map of North America. Locate the places on the map to show where the food is used. Draw a line from the city or country where the dish originated to the outside of the picture and paste a picture of the food there.

. Ask the pupils what native dishes they have noticed. On a map locate the places where the different tribes are from.

. Discuss why people have native recipes. Ask the pupils to find recipes of various people around the world. Plan and have an International Foods Day.

. Have pupils give their individual reports on knowing someone from another tribe and the foods that are eaten. Ask the pupils to take notes as they listen to these reports. Instruct them to keep these notes as a study guide.

Evaluation Criteria

When asked to do so, the learner will list ten Native American Indian foods and for each dish listed will name with 80 percent accuracy the American Indian tribe from which it came.

Objective

No. I032: The child will write from memory an Oneida recipe.

Activities

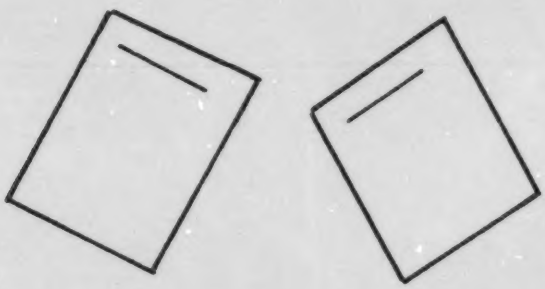
. Tell the children that they will be learning some Oneida recipes:

Teach the pupils to make Aun Deskund Guh Naduluk (Fried Bread). The ingredients are flour (otatesel), water (onagunus), and baking powder (saladis). Mix and fry in hot grease. (Yace sel hune aundace sel hutguh dayayast.) Take out when brown. For variations, put raisins in while mixing the dough. Handle as little as possible for light texture. Fried bread can be eaten with jelly, filled with meat, or eaten plain.

Teach the pupils to make Quick Bread (Dajusle Hadu.) Make the same batter as for the above recipe; however, after mixing lightly bake the dough (hyadana da lund).

. Ask the pupils to find some recipes that other Indians have used and try making them.

. Pair off the pupils and have them practice writing from memory the Oneida recipes they have learned. Circulate and help pupils who are having difficulty.



Evaluation Criteria

When asked to do so, the learner will write an Oneida recipe from memory with 80 percent accuracy.

Objective

No. I033: The child will name an aspect of modern American Indian culture and will describe it.

Activities

- Introduce Native American Indian legends and have the pupils tell any that they have learned. (See Bibliography.)
- Ask the pupils to find as many small towns, parks, rivers, or foods as possible that have American Indian names.
- Call the attention of the pupils to the art and designs of the different tribes. (What are the patterns of the tribes?) Correlate this project with art class where the pupils may draw different American Indian designs.
- Take a trip to the Art Institute of Chicago and study all the native things of American Indians. Have pupils each tell what they found most fascinating.
- Take the pupils on a trip or excursion to a powwow. Tell the children to notice the different costumes and to notice the dances. (Who gets the prize?) Ask the pupils to draw pictures of the costumes or scenes at the powwow.
- Ask the pupils, "What are some common needs of people all over the world?" Instruct the pupils to make a booklet of pictures of things they find that show these common needs. Provide the necessary art supplies and assist the pupils in locating picture sources.

Evaluation Criteria

When asked to do so, the learner will write a descriptive paragraph on the topic An Aspect of Modern American Indian Culture. The goal is that the paragraph will describe an aspect of American Indian culture according to the perspective of the present. Teacher judgment will determine acceptable performance.

APPENDIX: PUPIL EVALUATION MATERIALS

Oral Testing for Comprehension

1. What is your name?	1. Nata ziuts?
2. What is his name?	2. Nata loyuts?
3. What is her name?	3. Nata yoodudyuts?
4. Where do you live?	4. Gutsah nu nisnawgay?
5. What food do you like?	5. Natagwa dazagwaguts?
6. Are you happy in this school?	6. Zuahsquaaneeu guh geezawdyut?
7. How old are you?	7. Dono desleeog guh?
8. What is in the picture?	8. Natanee giguh guyaduh?
9. Stand up.	9. Dasta.
10. Sit down.	10. Sude.
11. Turn around.	11. Daasutkul hahdain.
12. Which is real or make-believe?	12. Gutsah gah godugoung gwaook tee gunyoo?

Record Keeping Suggestion

CANDIDATES		ONEIDA LANGUAGE ABILITY		
NAME	GRADE ROOM	Non-Understanding	Limited Oral Ability	Knowledgable of Basics (80%)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Oral Production Sample Worksheet No. 1

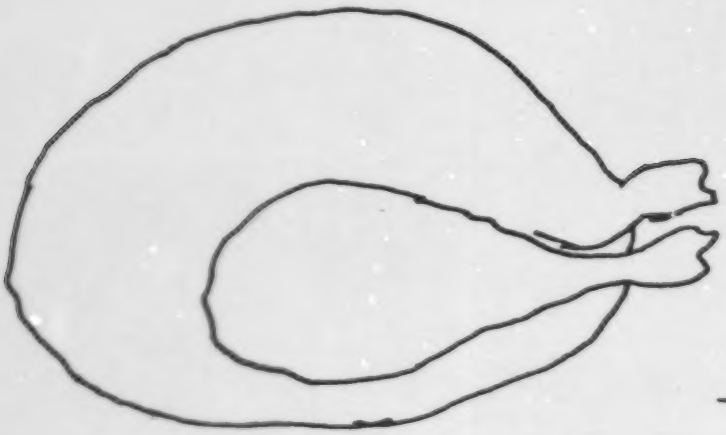
Name each one in the Oneida language.

Oral Production Sample Worksheet No. 2

Name each one in the Oneida language.

_____

_____



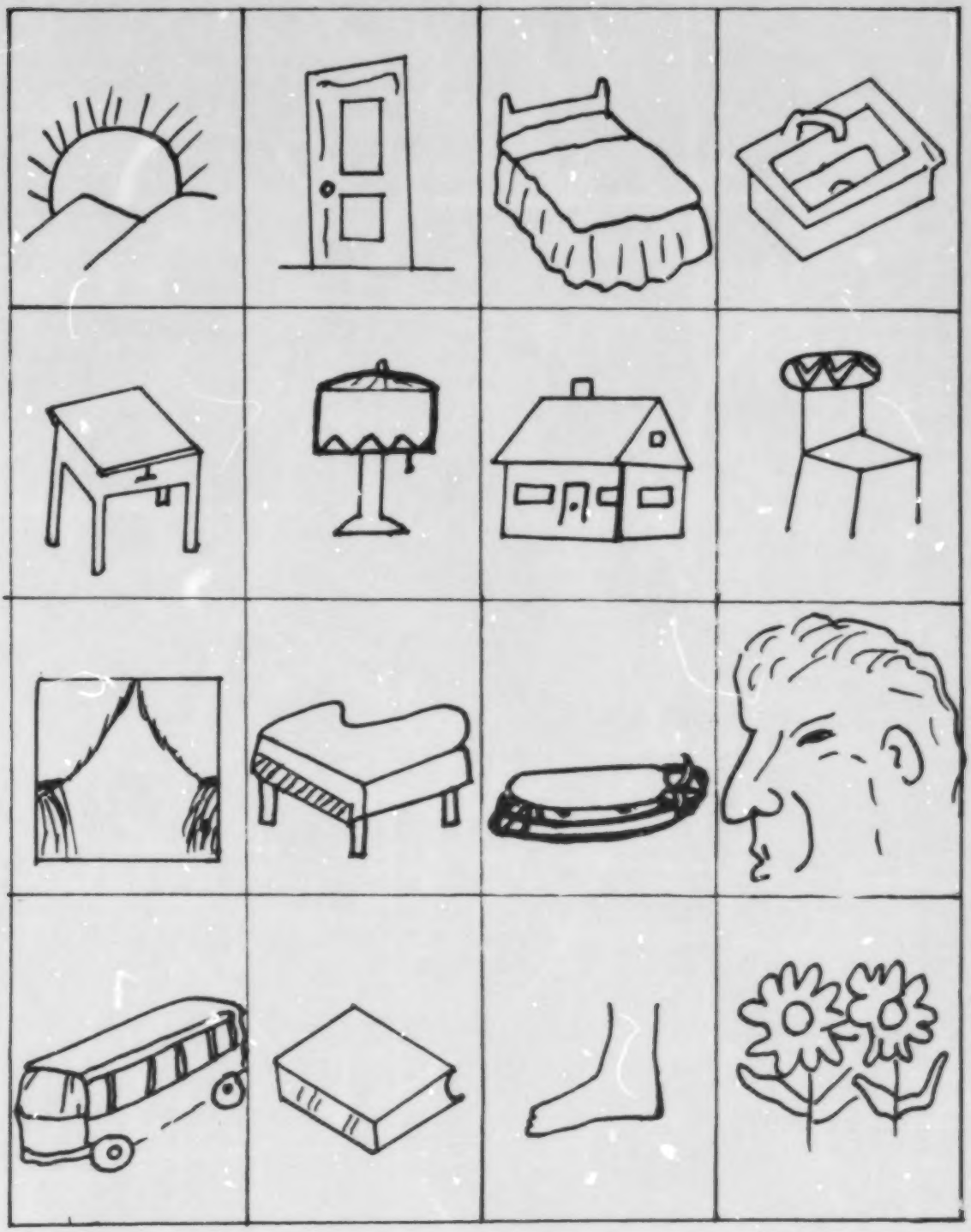
_____

Oral Production Sample Worksheet No. 3

Name each item in the Oneida language.

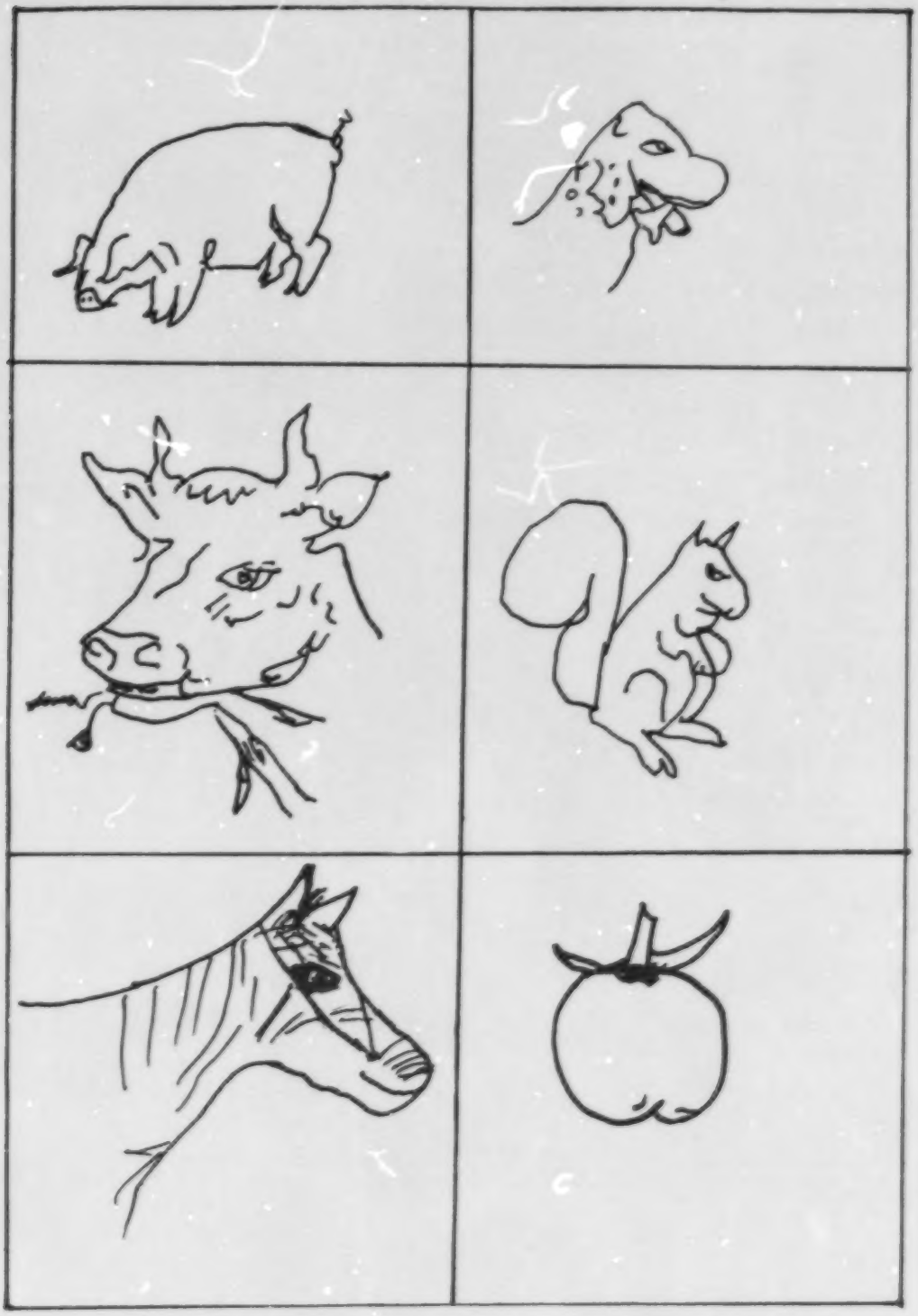
Oral Production Sample Worksheet No. 4

Name each item in the Oneida language.



Oral Production Sample Worksheet No. 5

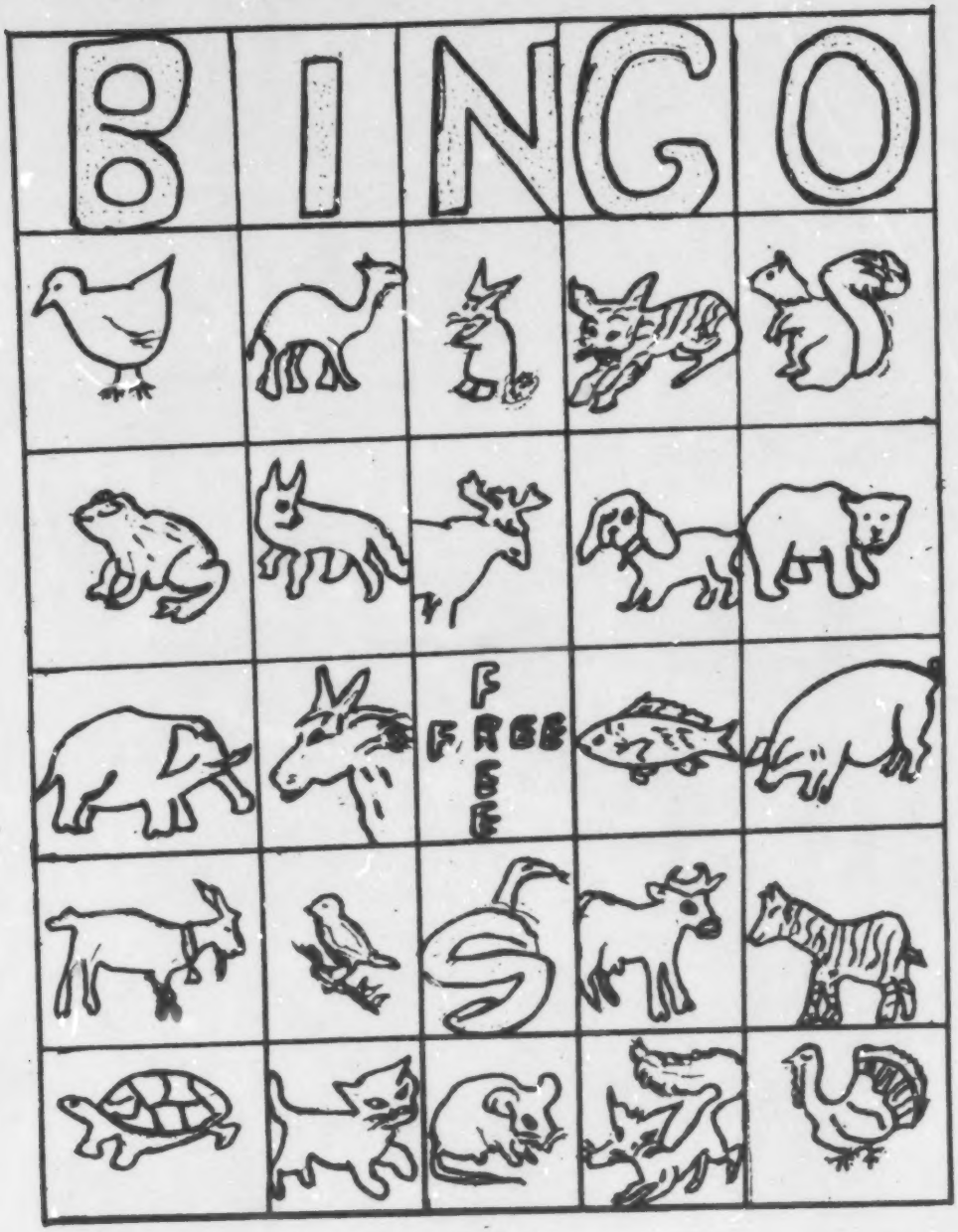
In the Oneida language, tell what is in each picture.



Oral Production Sample Worksheet No. 6

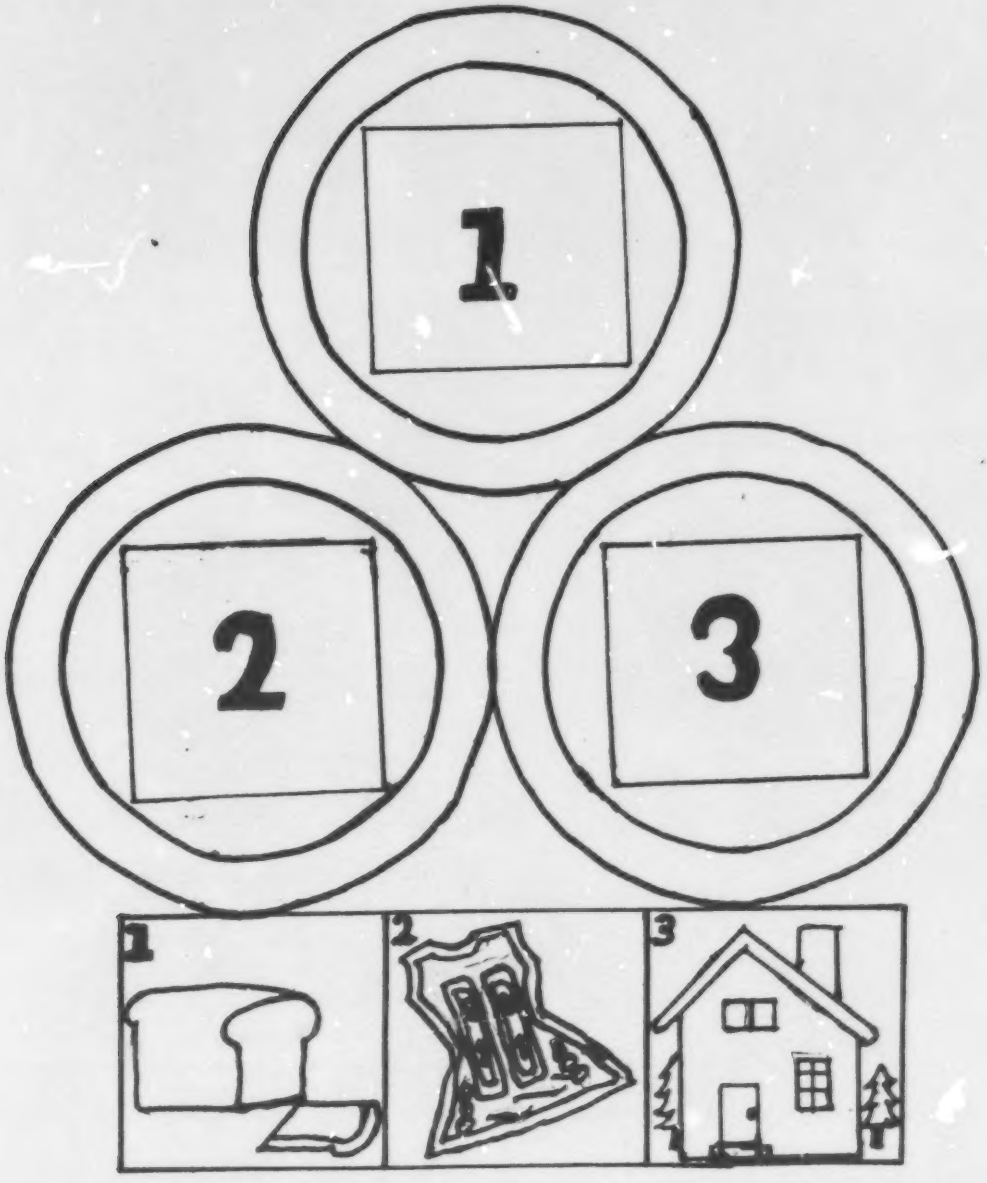
Name each animal in the Oneida language.

Multi-Purpose Comprehension and
Oral Production Sample Worksheet

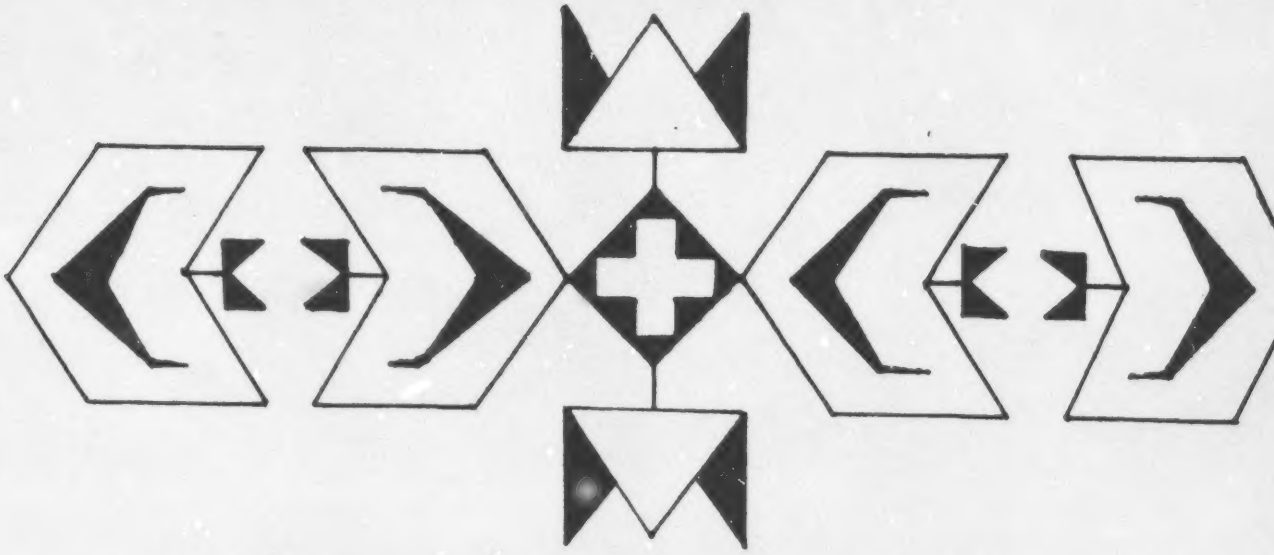


Food, Clothing, and Shelter Sample Worksheet

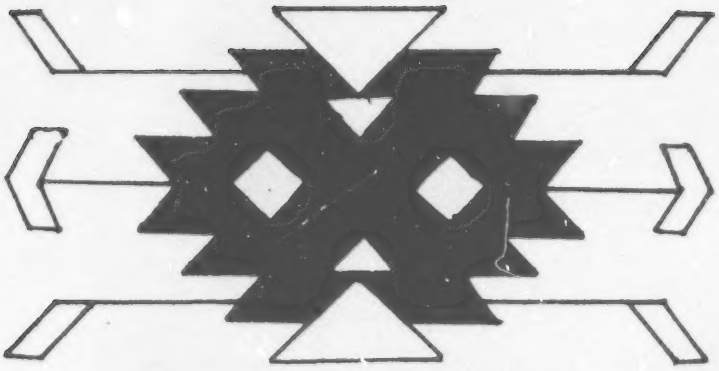
Color and cut out the pictures. Match the numbers and paste each picture in the correct ring.



Map of the United States (Multi-Purpose)



SIOUX



OUTLINE

Pronunciation Key: English-Sioux

Basic Sight Vocabulary

Topical Area I: The Child, the Family, and the School

Unit I: Parts of the Human Body

Unit II: My Indian Family

Unit III: Getting Acquainted in School

Topical Area II: The Necessities of Life--Food, Clothing, and Shelter

Unit I: Foods from Nature--Discovered and Cultivated by Us and Eaten Now

Unit II: Appropriate Clothing for Good Health

Unit III: The Home (Then and Now)

Topical Area III: Urban and Rural Life and the Community Worker

Unit I: Living in the City

Unit II: Life in the Country (Then and Now)

Unit III: Community Workers (Neighborhood Friends)

Topical Area IV: Tribal Culture

Appendix: Tribal and Linguistic Order

PRONUNCIATION KEY: ENGLISH-SIOUX

Symbol	Sounded as	English Key Word	Lakota Key Word
a	a	father	ate
a	a	arm	ska
a	a	far	can
an	an*	blanc (French)	anpo
b	b	rib	bubu
c	j	joy	ciscila
c	ch	chair	seca
c	ch**	ch-air	ic'u
e	a	hate	cepa
e	e	elk	ate
e	e	they	ble
g	g	rig	ogna
g	ch	machen (German)	kaga
g'	g*	g-o	sung'ite
h	h	hip	ha
h	h***	hog	he
h'	h** ***	h-og	nah'on
i	e	be	ile
i	i	mill	nagi**
i	i	machine	ite
in	in*	ink	kin
j	s	fusion	jinca
k	g	give	kin
k	k	kill	kinja
k	k***	kill	kata
k'	k**	k-ettle	k'u
l	l	love	ilala
l'	l**	sol-stice	lol'
m	m	man	mani
n	n	name	ni
n	n	ink	inkpa
o	o	smoke	hogan
o	o	obey	kola
o	o	old	ota
on	oo n*	soon	onsila

* n is sign of the nasal vowel preceding; it is customarily noted as n.

** Consonant is pronounced without the aid of a vowel; it is called a glottal stop. A vowel stop is the vowel lightly repeated.

*** Consonant is gutturalized.

Symbol	Sounded as	English Key Word	Lakota Key Word
p	b	hill	paha
p	p	pink	pa (head)
p	p***	pill	peji
p	p**	p-ay	p'o
s	s	say	sinte
s'	s**	s-ay	s'e
s	sh	ship	si
s'	sh**	sh-ock	was'aka
t	d	day	wate
t	t	take	tapa
t	t***	tar	tanni
t'	t**	t-ar	t'a
u	oo	boot	uta
u	u	put	ojula
u	u	rule	u
un	oo n*	soon	un
w	w	way	wakan
y	y	yonder	yanka
z	z	zero	waziyata
z'	z**	z-ink	naz'ipame

* n is sign of the nasal vowel preceding; it is customarily noted as n.

** Consonant is pronounced without the aid of a vowel; it is called a glottal stop. A vowel stop is the vowel lightly repeated.

*** Consonant is gutturalized.

BASIC SIGHT VOCABULARY

A

a, an, one	wan
about	wahesetu
again	ake
all	oyasin, iyuha, owasin
always	ohinni
and	nakun, ka
ask	iyunga
at	ekta
away	heyabiyaye
around	ohomni

B

be	un
because	icin
before	tokab
best	wastehca
better	isan waste
big	tanka
black	sapa
blue	to
both	nupin
bring	aku
brown	gi
but	tka
by	isakib

C

call	kipan, kico
can	okihi
carry	kin
clean	ska
clear	bdeze
cold	osni
come	hiu, u
cut	kiyuksa

D

do	econ
don't	sni
down	kuta
drink	yatke

E

eat	yute (wota)
eight	sahdogan
every	iyuha

F

face	ite
fall	hinhpaya
far	tehantu
fast	duzahan
find	iyeya
first	tokahe, tokaye
five	zaptan
fly	tehmunga (insect)
for	kici
four	topa
from	hetanhan
full	ojuta, wipi
funny	woeca, wowiha
fly	kinyan, v.

G

go	iyaya
good	waste
green	to, zi
grow	icaga

H

have	yuha (bduha)
he	iye, is
help	okiya
her	iye, is
here	detu
him	iye, is
his	tawa
hold	yuza
hot	kata
how	toked
hurt	ksuya, ksuyeya, yazan

I

I	miye, mis
if	heci, ehantas, kinhan
in	nahed, ekta, ohan, tima
it	iye, is

J

jump	psica
just	owotan

K

keep	kiciyuha
kind	cantekiya
know	sdonye, sdoya, sdodya

L

laugh	iha
let go	auystan
like	wastedaka
little	ciscina
live	ni
long	hanska
look	wanyaka

M

make	kaga
many	ota
me	miye
much	ota, nema
my	miue
myself	miye

N

never	tohanni sni
new	teca
no	hiya
not	sni
now	wanna

O

of	etanhan
old	tanni
on	akan
once	wahca
one	wahji, wanzi
open	yugan
or	nakun
our	unkitawapi
out	tankata
over	opta
own	bduha

P

pick	pahi
play	skata
please	iykipi, iyokipi
pretty	owanyag waste
pull	yutitan
put	egee

R

ran	inyanka
read	yawa
red	sa
ride	askan yanka
right	ecetu, decetu, wicake
round	gmigme
run	inyanka

T

take	icu
tell	oyaka
ten	wikcema
thank	pida
that	he
the	kin
their	tawapi
then	hehan
there	hen, hed
these	dena
they	iyepi
think	ecanmi
this	de
those	kana
three	yamni
to	ekta
today	anpetude
together	ptayela
too	nina, ehaes, nakun
try	ibduta
two	nonpa

U

under	ihukuya
up	wanka, tkiya
upon	akanya
us	unkiyepi
use	nun, un

V

very	nina

W

walk	mani
want	cin
warm	okata
wash	yujaja
we	unkiyepi
well	hecetuya, tanya
went	bda
what	taku
when	tohan
where	tokiya
which	tukten
white	ska
who	tuwe
why	toka
will	tawacin, kta, kte
wish	cacin
with	kici
work	htani
write	owa

Y

yellow	zi
yes	han
you	nis
your	nitawa

TOPICAL AREA I

THE CHILD, THE FAMILY, AND THE SCHOOL

UNIT I: PARTS OF THE HUMAN BODY

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
arm	isto	big	tonka
chest	maku	blue	toto
ear	nonge	boy	hoksina
eye	ista	dirty	sapa
face	ite	hold	yuza
foot (feet)	siha	itch	yaspuya
hair	pahin	long	hanska
hand	nape	none	wanica
head	pa	pain	yazan
knee	cankpe	wash	pajaja, yuzaza
leg	hu		
mouth	wicai		
neck	tahu		
nose	pasu		
shoulder	hinyete		
teeth	hi		
thigh	ceca		

Sentences

ENGLISH	SIOUX
Brush your teeth.	Hi pajaja hwo.
He has a big nose.	He pasu tonka.
He has long legs.	Hu hanska.
Hold his arm.	Isto yuza hwo.
I have a headache.	Pa mayazan.
My foot itches.	Siha mayaspuya.
She has chest pains.	Maku yazan.
The boy has blue eyes.	Hoksina he ista toto.
Wash your face.	Ite nitawa yujaja hwo.
Wash your neck.	Tahu yujaja hwo.
Your hands are dirty.	Nape ni sapa.

Objective

No. IS1: Given an illustration of the human body, the child will identify selected body parts in English and Sioux.

Activities

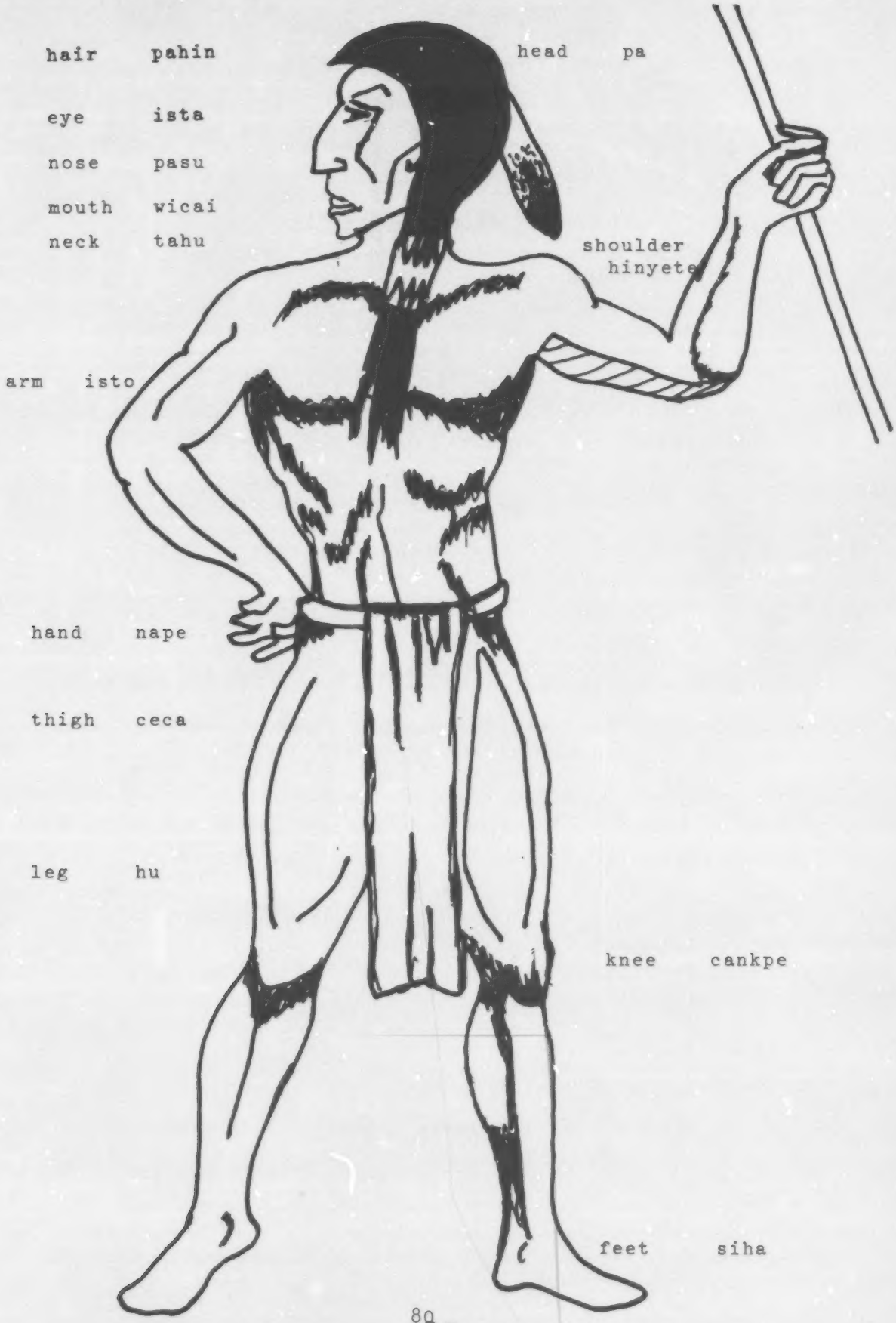
. Stand at the front of the room. Using yourself as a model point to a part of the body. Say the Sioux word, pause, and then repeat the Sioux term again. Ask the class to say the term first in unison and then individually. Repeat this pattern each day until all the vocabulary has been reviewed.

. Have a student come to the front of the room and act as leader. Have a student leader call out the name of a part of the body and the other students move that body part in some way. Any student that is seen moving a body part other than the one named must sit down. Continue this activity either until all the target body parts have been named, or until all but one person, the game's "winner," is seated. This activity may be done either in English or in Sioux.

. Have the students each make a poster of an Indian figure. Instruct them to label the target body parts both in English and in Sioux. An example of this activity is given on page 80.

Evaluation Criteria

The learner will name selected body parts in English and Sioux from an illustration of the human body with 80 percent accuracy.


hair pahin
eye ista
nose pasu
mouth wicai
neck tahu
head pa
shoulder hinyete
arm isto
hand nape
thigh ceca
leg hu
knee cankpe
feet siha

Objective

No. IS2: The child will learn useful sentences in Sioux about the human body.

Activities

. Say one of the target Sioux sentences. Ask individual students for the sentence's meaning in English. Continue calling on students until the English meaning of the sentence has been correctly identified. Do this for each of the given sentences.

. Have the students watch and listen carefully. Model one of the Sioux sentences. Ask the students to repeat the oral model. Do this for each of the target sentences.

. Pantomime a given action and have individual students respond by saying the appropriate corresponding target sentence. After all of the target sentences have been reviewed, ask for a volunteer and have that student come to the front of the room and pantomime an action. Instruct him to ask for volunteers and to select another student to respond by saying the corresponding Sioux sentence. If the student responds correctly, he becomes the leader; if not, another student is chosen. Continue this activity on successive days until the student responses are elicited quickly, accurately, and without hesitation.

Evaluation Criteria

When asked to do so, the learner will speak about the human body in Sioux using complete sentences with 80 percent accuracy.

UNIT II: MY INDIAN FAMILY

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
baby	hoksiyokopa	go	iyaya
boy	hoksina	have	yuha
daughter	cunksi	how is	toketu is
father	ate	name	eciyapi
girl	wicincana	sit	iyotanka
grandfather	unkana	what is	toked is
grandmother	kunsi	where did	tukten econ
husband	hignaku	where will	tukten kta
man	wica		
mother	ina		
older brother	tibdo		
son	cinksi		
wife	tawicu		
woman	winyan		
younger sister	tanksi		

Sentences

ENGLISH	SIOUX
Did grandmother and grandfather go home?	Kunsi, unkana kici wanna kdapi he.
How is your father?	Niyate toketu he.
What is your daughter's name?	Nicunksi toked eciyapi he.
Where did your father go?	Ate tokiya iyaya he.

Where will mother sit?	Ina tukten yankekta he.
You have a good boy.	Hoksina wastewan duha.

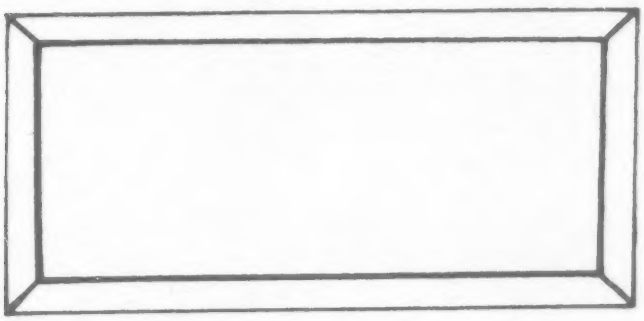
Objective

No. IS3: Given a visual showing different family members, the child will identify them in Sioux.

Activities

. Have the students make drawings of different family members. Write the Sioux family vocabulary items on the chalkboard. Discuss this list with the class and opposite each item write its English equivalent. Have the students copy these lists on a sheet of paper. Ask the students to use these vocabulary items to label the family members in their drawings.

. Give the students unlabeled worksheets similar to the ones shown on pages 91 and 92. Draw the worksheet figures on the chalkboard. Review with the students the English and Sioux family vocabulary items. Ask the class to take out their Sioux family vocabulary item lists. Have volunteers label the family figures drawn on the chalkboard. Instruct the students to label the family members on their worksheets both in English and in Sioux. Tell the students that they may use their vocabulary lists and that they may refer to the model on the chalkboard.



Evaluation Criteria

The learner will name the different family members in Sioux with 80 percent accuracy.

MOTHER---INA

WOMAN---WINYAN

WIFE---TAWICU

FATHER---ATE

MAN---WICA

HUSBAND---HIGNAKU

BABY---HOKSIYOKPA

SON----CINKSI

BOY----HOKSINA

OLDER BROTHER-TIBDO

DAUGHTER----CUNKSI

GIRL----WICINCANA

YOUNGER SISTER-TANKSI

Objective

No. IS4: The child will tell what each of the different members of the family do.

Activities

. Have the students act out the parts of different members of the family. Ask the students to volunteer to take the different parts in this role-playing activity. Orally set the situation and cue the students to begin.

. Begin a discussion of family roles. Have the students take turns telling what the different members of their family typically do. Guide the discussion to include the role of each of the family members given in the vocabulary list.

Evaluation Criteria

When asked to do so, the learner will tell with 80 percent accuracy what the different family members do.

Objective

No. IS5: The child will respond positively to the family unit.

Activities

- Tell the students a Sioux tribal story such as "Three Bears." Ask the students to tell other family tribal stories that they may know.
- Teach the students Sioux sentences such as the ones listed above for this unit. Tell the students that these Sioux sentences can be used to talk about someone in the family.
- Discuss with the students the strong family ties that exist in the Sioux family among the children, parents, and grandparents.

Evaluation Criteria

The learner will write a simple one paragraph story about a family. The goal is that the family will be shown from a positive viewpoint. Teacher judgment will determine acceptable performance.

Objective

No. IS6: Given selected simple sentences in Sioux about the family, the child will demonstrate that he understands them.

Activities

. Prepare appropriate illustrations for each of the target Sioux sentences. Use the visuals to introduce the Sioux sentences. Ask the students to suggest other such sentences that they might use. Ask the students suggesting the new sentences to design an appropriate picture card for their sentence. Ask for volunteers to tape record the sentence. Periodically play several of the sentences and have the students identify the corresponding visuals.

. Say one of the target Sioux sentences. Ask individual students for the sentence's meaning in English. Continue calling on students until the English meaning of the sentence has been correctly identified. Do this for each of the given sentences.

. Model a target Sioux sentence about the family. Ask the students to suggest a family situation in which the Sioux sentence could be used. Continue modeling the sentences and list the suggested situations on the chalkboard. Have the students copy the list.

. Instruct the students to select from their list of suggested family situations a family situation setting to draw. Provide them with appropriate art supplies.

Evaluation Criteria

The learner will demonstrate that he understands selected sentences in Sioux about the family by pairing the sentences with the corresponding illustrations with 80 percent accuracy.

UNIT III: GETTING ACQUAINTED IN SCHOOL

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
ball	tapa	little	ciscina
bird	zitkana	name	eniciyapi
cat	pusina	new	teca
dog	sunka	play	skata
doll	hoksinkagapina	sled	canwosdohan
friend	koda	tribe, people	oyate
girl	wincinyene	with	kici
horse	sunkawakan		

Sentences

ENGLISH	SIOUX
Are they riding horses?	Sungakanyankapi he.
I have a cat.	Pusina wan bduha.
I play with John.	John kici waskate.
I see a bird.	Zitkana wan wanbdake.
I want a ball.	Tapa wacin.
He is my friend.	Mi dakoda.
He is my new friend.	Nake de kodawaya.
The little girl has a doll.	Wincinyene ciscina hoksinkagapina yuha.
What is your name?	Toked eniciyapi he.
What tribe are you?	Tukte oyate yau he nica he.

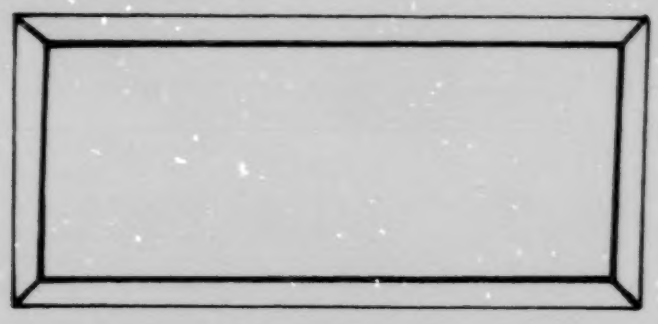
Objective

No. IS7: The child will understand simple Sioux sentences that children might use in getting acquainted with each other.

Activities

. Prepare appropriate illustrations for each of the target Sioux sentences about animals and pets. Use the visuals to introduce the Sioux sentences. Ask the students to suggest other such sentences that they might use in becoming acquainted with someone else. Ask the students suggesting the new sentences to design an appropriate picture card for their sentence. Ask for volunteers to tape record the sentence. Periodically play several of the sentences and have the students identify the corresponding visuals.

. Ask the students to listen as you say one of the target Sioux sentences. Ask for a volunteer to paraphrase each sentence into English. Write the sentence and the paraphrase on the chalkboard. When all of the sentences have been paraphrased accurately, review the pairs and have the students copy the chalkboard listings. Erase the Sioux sentences and orally at random say one of them. Choose students to select the correct English paraphrase item from the chalkboard list and erase it. Continue this pairing until all of the sentences have been erased from the board. Encourage the students to use their copied Sioux-English sentence pairs as a study aid.



Evaluation Criteria

After hearing an oral Sioux sentence that a child might use in getting acquainted with another child, the learner will paraphrase it in English with 80 percent accuracy.

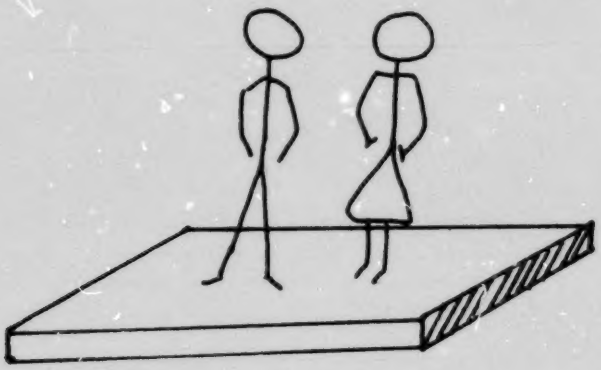
Objective

No. IS8: The child will use the Sioux language to become acquainted with another person.

Activities

. Give the students instruction as to how to play the game "Medicine Man, What's My Name?" Play the game with the class. Ask the students to suggest other such group social games that can be played to get acquainted. Ask any student who suggests a new game to lead the class in playing it.

. Divide the class into small groups of students. Tell the students to use the copied Sioux sentences to develop a getting acquainted role-playing dialogue. After it has been written by the group, have students within the group practice taking the different roles. Ask each group to select two students to memorize and present the group's dialogue to the class. Allow time for the groups and the individuals to practice and on a given day "stage" the dialogues.



. Pair off the students and ask each one to practice indentifying himslef in Sioux by giving his name and tribe and one other item of information. He is then to ask the other student what his name and tribe are. Circulate around the room and assist students that are having difficulty.

Evaluation Criteria

In a role-playing situation the student will identify himself in Sioux by giving his name and tribe and one other item of information; he will ask another student what his name and tribe are. Teacher judgment will determine acceptable performance.

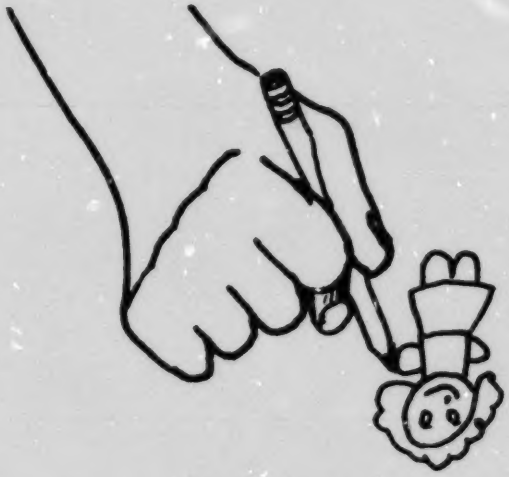
Objective

No. IS9: The child will see himself and his culture represented within the classroom environment.

Activities

. Make rolled paper such as butcher paper available to the students. Ask each student to make a full figure drawing of himself by lying down and having someone else draw an outline of him which he will complete and decorate. Have him either cut out or make a frame for his drawing, and have him post it in the classroom.

. Make necessary art supplies available to the students. Ask each student to make a poster of something important to him such as a pet. Tell the students that when their posters are completed that they are to hang them on one of the classroom walls.



Evaluation Criteria

The learner will introduce something of himself and his culture into the classroom environment. The goal is that the student will make a positive and personal contribution to creating a satisfactory classroom environment for himself and his fellow students. Teacher judgement will determine acceptable performance.

TOPICAL AREA II

THE NECESSITIES OF LIFE--FOOD, CLOTHING, AND SHELTER

UNIT I: FOODS FROM NATURE--DISCOVERED AND CULTIVATED BY US AND EATEN NOW

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
beans	omnica	fork	wicape
beefsteak	tado ceguguyapi	hash	tado bakpapi
beet	pangisasa	ice cream	assanpi caga
berry	waskuyeca	knife	isan, mina
bread	aguyapi	meat	tado
butter	assanpi wigdi	milk	asanpi
cabbage	wahpetanka	plate	waksica
carrot	pangizizi	pork	kukusa
cheese	assanpi suta	potato	bdo
coffee	wakadyapi	salt	miniskuya
cookie	aguyapi skuyena	soup	wanhanpi
corn	wahuwapa	spoon	tukiha, kinska
cracker	aguyapi sake	sugar	canhanpi
cup	wiyatke	sweet potato	pangitanka
egg	witka	tea	wahpe
fish	hogan	turnip	tipsina
food	woyute		

Sentences

ENGLISH	SIOUX
Do you want some bread and butter?	Aguyapi ka asanpi wigdi wacin he.
Do you want some soup and bread?	Aguyapi ka wanhanpi yacin he.
I like fish.	Mis hogan waste wadaka.
I want fish, potatoes, and corn.	Hogan, bdo ka wahuwapa wacin.
Pork is good.	Kukusa tado waste.
Rice and meat cocked together is good.	Pinska tado icahiya spanyanpi ca waste.
When are you going to eat?	Tohan waunyutapikta he.

Objective

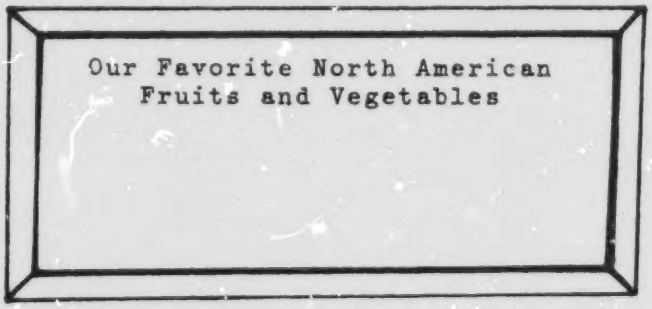
No. IS10: Given a trip to a supermarket, the child will become familiar with North American fruits and vegetables.

Activities

. Take a walking trip with the students to a local supermarket. Ask them to make a list of the North American fruits and vegetables they see during their trip. Upon returning from the trip, discuss the fruits and vegetables they've seen and compile a master list of North American fruits and vegetables on the chalkboard. Instruct the students to copy this list and to keep it as a study guide.

. Have the students make drawings of their favorite North American fruits and vegetables. After the students have colored their drawings, instruct them to cut them out. Arrange these silhouettes on a bulletin board entitled, "Our Favorite North American Fruits and Vegetables." Provide the necessary art supplies for this activity.

. Discuss with the students the nutritional value of the North American fruits and vegetables. The fruits and vegetables posted on the bulletin board can be used as a stimulus for beginning the discussion. During the discussion emphasize the importance of eating nutritional food.



Evaluation Criteria

The learner will demonstrate that he is familiar with native North American fruits and vegetables seen on a trip to a supermarket by drawing them and coloring them with 80 percent accuracy.

Objective

No. IS11: The child will identify native North American foods in Sioux.

Activities

- List the following categories on the chalkboard: fruit, vegetables, dairy products, meat--seafood--poultry, grain. Ask the students to name foods for each category. Say these food items in Sioux and write them in the appropriate category on the chalkboard. Instruct the students to copy the lists and use them as study guides.

- Show the students a transparency containing six or twelve boxes each with a drawing or a picture of a different native North American food. Give the students a worksheet that is identical to the transparency. Name a food item and ask the students to point out the corresponding illustration on their worksheet. When everyone has indicated their choice, point to the correct corresponding illustration on the transparency. Repeat this procedure until all of the pictures have been reviewed. This activity may be extended to include additional similar transparencies and worksheets.

Evaluation Criteria

When asked to do so, the learner will name native North American foods in Sioux with 80 percent accuracy.

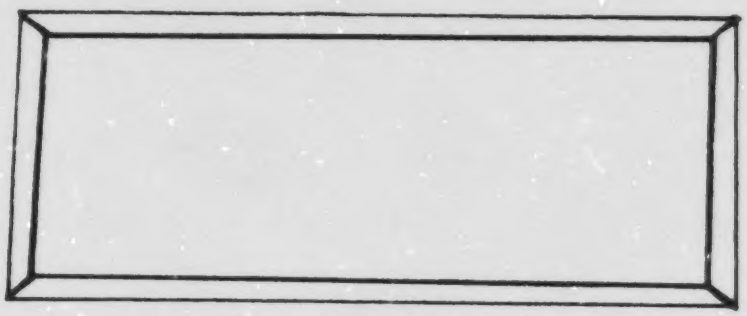
Objective

No. IS12: The child will describe the part native American foods play in today's diet.

Activities

. Discuss with the students the reasons why it is important to eat a well-balanced diet. List these reasons on the chalkboard. Instruct the students to copy this list.

. Elicit from the students the idea that native American foods contain the basic nutrients for a well-balanced diet. List the six basic food groups on the chalkboard. Discuss the categories and write the name of a food from each group on the chalkboard list opposite the category listing. Ask the students to fold a sheet of paper lengthwise so as to form three columns. Instruct them to write the information copied from the chalkboard in the first two columns. In the third column, ask them to name a native North American food dish made from the listed food item and/or belonging within the food category. Circulate and help students who are having difficulty. Check each student's paper for errors and instruct the students to keep their paper as a study guide.



Evaluation Criteria

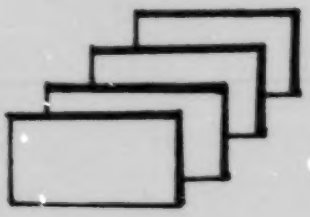
The learner will write a descriptive paragraph on the topic The Part That Native American Foods Play in Today's Diet. Teacher judgment will determine acceptable performance.

Objective

No. IS14: Given an illustration or series of illustrations of selected common articles of clothing, the child will name them in Sioux.

Activities

- Ask the students to cut out of magazines pictures of the selected common articles of clothing. Ask them to mount their cutouts. Provide the necessary art supplies.
- Provide class time for the students in pairs to practice naming their cut-out clothing articles in Sioux.
- Prepare corresponding word cards for each of the articles. Ask the students to suggest other articles of clothing for which they know the name in Sioux. Have them prepare cut-outs and labels for these words as well. Provide class time for the students in pairs to practice matching the clothing article and the corresponding Sioux word card.



Evaluation Criteria

The learner will name selected common articles of clothing in Sioux in an illustration or series of illustrations with 80 percent accuracy.

Objective

No. IS15: Given selected simple sentences in Sioux about clothing, the child will demonstrate that he understands them.

Activities

. Bring the target articles of clothing to class. Pantomime an appropriate action with the corresponding articles of clothing to reinforce the meaning of the sentences as the Sioux clothing sentence is spoken. After all the sentences have been modelled, ask for a student volunteer to pantomine one of the sentences as it is repeated. Continue this activity until all the sentences have been pantomimed correctly. Ask the students to suggest other Sioux sentences and practice pantomiming them.

. Prepare visuals of the clothing articles mentioned in the Sioux sentences. Place them somewhere in the room in full view of all the students. Divide the class into two teams and have a contest to see which team can correctly identify the clothing article mentioned as each of the Sioux sentences is spoken.

Evaluation Criteria

The learner will demonstrate that he understands selected sentences in Sioux about clothing by pairing the sentences with corresponding illustrations with 80 percent accuracy.

UNIT II: APPROPRIATE CLOTHING FOR GOOD HEALTH

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
cap	wapostan	mocassins	hanpikceka
coat	ogde	pants	onzoge
dress	sanksannica	shirt	ogde
gloves	napinkpa	shoes	hanpa
have	yuha, bduha	sweater	ogde zigzica
I wear	mun	take off	yusdoka, bdusdoka
like	wastedaka	they wear	unpi
mine	mitawa	wear	un

Sentences

ENGLISH	SIOUX
I am wearing a cap.	Wapostan mun.
I am wearing gloves.	Napinkpa mun.
I have a new dress.	Sanksannica teca bduha.
I have a sweater.	Ogde zigzica bduha.
I have mocassins.	Hanpikceka bduha.
I like my shirt.	Ogde waste wadaka.
I take off my coat.	Ogde mitawa bdusdoka.
We wear pants.	Onzoge unpi.
We wear shoes.	Hanpa unpi.

Objective

No. IS13: Given as categories the four seasons, the child will identify proper clothing for each season--spring, summer, fall, and winter.

Activities

. Prepare illustrations showing the four seasons. Discuss with the students the different temperatures of each season. Use words such as hot, cold, warm, and cool in speaking about the seasons. Ask the students to divide a sheet of drawing paper in four quarters, to label each quarter, spring, summer, fall, or winter, and in each quarter to draw as many articles of clothing they can think of that are warn only during that season. Ask the students to share their clothing drawings with the class. Divide the chalkboard into four columns and label the columns spring, summer, fall, and winter.

. When a new clothing idea for a season is presented, write the name of that article of clothing in the corresponding column on the chalkboard. After all the presentations have been made, if appropriate, add words such as light or heavy to differentiate between such seasonal clothing articles as a light jacket for fall and spring and a heavy jacket for winter. Instruct the students to copy these lists and ask them to use them as a study guide.

. Divide the class into four committees and assign to each committee one of the four seasons. Each committee is to make a clothing chart for the season assigned to them. The charts are to be labeled with the name of the season and hung in the classroom. Encourage the students to use their seasonal clothing study list in doing this activity. Provide the students with necessary art supplies.

. Tell the students, "It is summer and I am packing my suitcase to go to _____. I am taking a _____. (article of summer clothing)." Have the next student continue with "It is summer. I am packing my suitcase to go to _____. I am taking a _____(first article of clothing repeated) and _____(second article of summer clothing named)." On other days, continue the game; each day substitute a different season and destination.

Evaluation Criteria

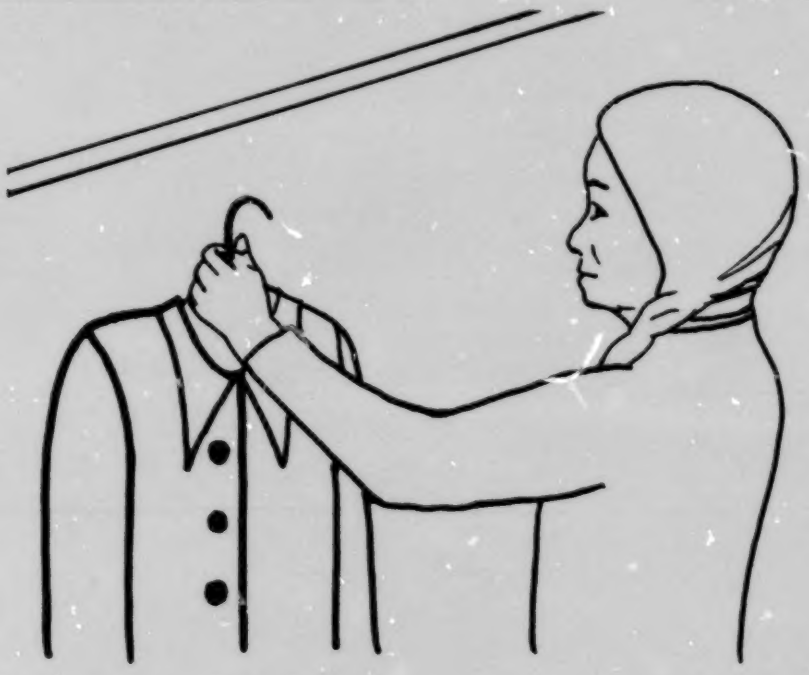
The learner will place seasonal clothing items in the appropriate seasonal category: spring, summer, fall, or winter with 80 percent accuracy.

Objective

No. IS16: Given that he is wearing a coat, sweater, or jacket, the child will demonstrate that he knows the importance of taking care of clothing by hanging up his coat, sweater, or jacket each day.

Activities

. Discuss with the students the reason why it is best to take care of clothing. List these reasons on the chalkboard. Instruct the students to copy this list of ways to take care of clothing. Elicit from the students the idea that at school they can take care of their clothing by hanging the articles up carefully and securely.



Evaluation Criteria

The learner will hang up his coat, sweater, or jacket on each day that he is wearing it 100 percent of the time.

UNIT III: THE HOME (THEN AND NOW)

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
bed	oyunke	drink	yatkan
broom	icahinte	eat	yuta, wota
chair	canakanyankapi	listen	nahon
door	tiyopa	one	wanji
floor	owanka	play	skata
home	tipi	see	wanyanka, wanbkaka
light	ideya	sit	yagke, iyotaka
roof	tice		
stove	oceti	sleep	istinma
table	akanwotapi	sweep	kahinta
toilet	oihe tipi	wash	yujaja
wall	cankaska		
window	ohanhangdepi		

Sentences

ENGLISH	SIOUX
Close the door.	Tiyopa eced icu.
Father sits on that chair.	Ate canakanyanka hen akan iyotanka hwo.
Make the bed.	Oyanke kaga hwo.
Mother cooks on the stove.	Ina oceti akon waspanya.
My daughter set the table.	Mi cunksi waksica egde.

Sentences

ENGLISH	SIOUX
Put the baby on the floor.	Hoksiyokcpa owanke akan egnaka.
Their mother is home.	Hunkupi kin tiiyata un.
This is their home.	De tipi.

Objective

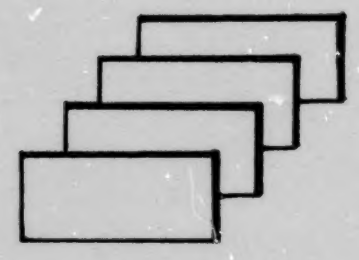
No. IS17: Given an illustration showing the parts of a home or house, the child will identify them in Sioux.

Activities

. Ask the student to cut out the magazines pictures of the parts of a home or house. Ask them to mount their cutouts. Provide the necessary art supplies.

. Provide class time for the students in pairs to practice naming their cut-out parts of a home or house in Sioux.

. Prepare corresponding word cards for each of the identified parts of a home or house. Provide class time for the students in pairs to practice matching the mounted cutouts with the respective corresponding Sioux word cards.



Evaluation Criteria

The learner will identify in Sioux the parts of a home or house in an illustration with 80 percent accuracy.

Objective

No. IS18: Given a list of selected verbs of usage, the child will write a corresponding room name for each usage listed.

Activities

. Have the students make drawings of the various rooms of a house. Write the Sioux room vocabulary items on the chalkboard. Discuss this list with the class and opposite each name write a verb of usage for each room listed. Have the students copy these lists on a sheet of paper. Ask the students to use these room names and verbs of usage to label their drawings.

. Give the students an unlabeled worksheet showing the various rooms of a home. Sketch the rooms on the chalkboard. Review with the students the room names and corresponding verbs of usage. Ask the class to take out their vocabulary lists. Have volunteers label the rooms on the chalkboard. Instruct the students to label their worksheets accordingly. Tell them that they may use their vocabulary lists and that they may refer to the model on the chalkboard.

. Ask the students to cut out of magazines pictures of the rooms of a house. Instruct the students to mount each of their pictures on a uniformly-sized card. On the back of each card have the students write the corresponding verb of usage. Ask the students to work in pairs with each child taking a turn reading a verb of usage and matching it with a corresponding picture in the other child's picture card pile. Have the successfully identified words put in one pile and the others in another pile. On the following day, ask the students to look at the verb of usage, read it, and write a corresponding room name for each usage listed. Have the two students alternate turns until each student has identified and written all the room names correctly.

Evaluation Criteria

For each room usage verb given, the learner will list a room name that is appropriate with 80 percent accuracy.

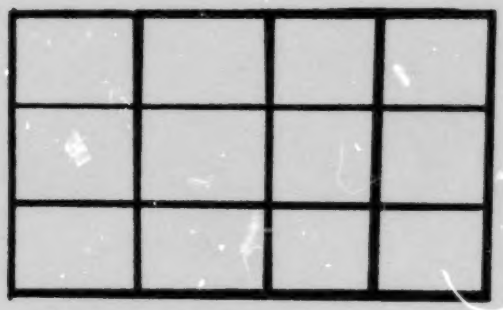
Objective

No. IS19: Given an illustration showing selected items of home furniture, the child will identify them in Sioux.

Activities

. Prepare an illustration for each of the selected items of home furniture. Use these visuals to introduce the Sioux vocabulary items. Say the Sioux home furniture vocabulary terms and have the students repeat them. Write the terms on the chalkboard and instruct the students to copy them and to use the list as a study guide.

. Show the students a transparency containing six or twelve boxes each with a drawing or a picture of a different item of home furniture. Give the students a worksheet that is identical to the transparency. Name an item of home furniture in Sioux and ask the students to point out the corresponding illustration on their worksheet. When everyone has indicated their choice, point to the correct corresponding illustration on the transparency. Repeat this procedure until all of the pictures have been reviewed. Extend this activity to include additional similar transparencies and worksheets until all the items of home furniture have been identified.



Evaluation Criteria

The learner will identify in Sioux with 80 percent accuracy selected items of home furniture in a given illustation.

Objective

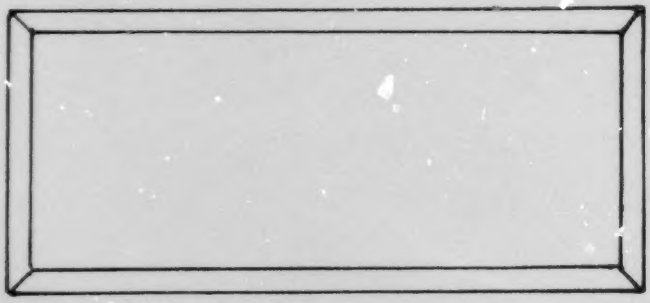
No. IS20: Given selected sentences in Sioux about the home, the child will demonstrate that he understands them.

Activities

- Prepare appropriate illustrations for each of the target Sioux sentences. Use the visuals to introduce the sentences. Ask the students to suggest other such sentences about the home that they might use. Ask the students suggesting the new sentences to design an appropriate picture card for their sentence. Periodically play several of the sentences and have the students identify the corresponding visuals.

- Say one of the target Sioux sentences. Ask individual students for the sentence's meaning in English. Continue calling on students until the English meaning of the sentence has been correctly identified. Do this for each of the given sentences.

- Model a target Sioux sentence about the home. Ask the students to suggest a family situation in which the Sioux sentence could be used. Continue modeling the sentences and list the suggested situations on the chalkboard. Instruct the students to copy the list and to keep it as a study guide.



Evaluation Criteria

The learner will demonstrate that he understands selected sentences in Sioux about the home by pairing them with corresponding illustrations with 80 percent accuracy.

TOPICAL AREA III

URBAN AND RURAL LIFE AND THE COMMUNITY WORKER

UNIT I: LIVING IN THE CITY

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
boat	wata	burn	ide
car	iyecinkaiyanke	buy	opeton
church	tipi wakan	go	ya
lake	bde	have	yuha
money	maza ska	play	skata
oil	wigdi, igdi	ride	akon yanka
playground	tankad oskate	swim	nunwan
prison	okaske tipi	talk	ia
school	wayawa tipi, owayawa		
store	mazopiye		
stranger	wicasa tokeca		
traffic sign	oinajin		
train	maza canku, hemani		

Sentences

ENGLISH	SIOUX
Don't go with strangers.	Wicasa tokeca he tukten dici yesni.
Do you have money?	Mazaska duha he.
He swims in the lake.	Bde ed nunwan.

ENGLISH	SIOUX
I ride the train.	Maza canku omawani.
Let's go to the store.	Masopiye ekta unyapi.
Let's play outside.	Tankad unskatapi kta.
Let's take a boat ride.	Wata akan ynyankapi kte.
Stop at the traffic sign.	Oinajin hed inajin.
There is a prison.	Wicokaske tipi wan hed han.
They burn oil.	Widge ideyapi.
We go to church.	Tipi wakan ekta unyapi.
We ride in the car.	Iyecinkaiyanke akan unyapi.

Objective

No. IS21: The child will demonstrate his awareness of living in a city.

Activities

. Teach the students Sioux sentences about city life such as the ones listed for this unit. These sentences refer to various aspects of the urban scene. Ask the students to develop an urban-setting dialogue using one of these sentences as a basis for the dialogue. Provide class time for the students to design, practice, and present these verbal exchanges. After they have all been presented, discuss with the class how such conversations might vary in a rural setting.

. Provide class time for students to retell experiences about city trips, bus rides, visits to bus and train depots, and trips to the post office, stores, etc. On the chalkboard develop with the class a master list of urban items that do not exist in an identical form in a rural setting. Instruct the students to copy this list and to keep it as a study guide.

. As an art project have the students make a drawing of an urban scene. Instruct them to include in their drawing as many items as possible that are characteristic of an urban rather than of a rural setting.

Evaluation Criteria

The learner will demonstrate his awareness of living in a city by writing a descriptive paragraph on the topic "What It Means to Me to Live in a City." Teacher judgment will determine acceptable performance.

Objective

No. IS22: The child will list aspects of city life.

Activities

. Take the students on trips to parks, zoos, and schools.

. Prepare appropriate illustrations for each aspect of city life noted by the students on their field trips. Use the illustrations to introduce the Sioux vocabulary words. Model a target Sioux vocabulary word. Ask the students to suggest an aspect of city life that the vocabulary word suggests. Continue until all the Sioux vocabulary words have been modeled. List the suggested aspects on the chalkboard. Ask the students to suggest others. Have the students copy the list and instruct them to keep it as a study aid.

. Ask the students to cut out of magazines pictures of various aspects of city life. Instruct them to mount these pictures on uniformly-sized cards. Have the students use their various aspects of city life list as a guide in selecting appropriate pictures. When the uniformly-sized picture cards are done, write the Sioux vocabulary words on the chalkboard and instruct the students to copy them on another sheet of paper. Instruct the students to write the target Sioux vocabulary words on the reverse side of the picture card for which they seem most appropriate.

. Pair off the students and have them work together identifying Sioux vocabulary items and aspects of city life. Working in pairs, have each child take a turn reading the vocabulary words and matching them with a corresponding picture in the other child's picture card pile.

Evaluation Criteria

When asked to do so, the learner will list ten aspects of city life with 80 percent accuracy.

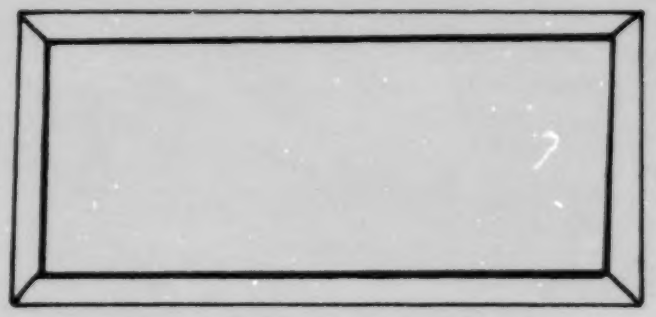
Objective

No. IS23: Given a list of qualities, the child will identify those that are a part of a worthwhile city life.

Activities

. Role play an urban life family situation. Have the students act out the parts of different family and community members. Ask the students to volunteer to take the different parts in this role-playing activity. Orally set the situation and cue the students to begin.

. Begin a discussion of the qualities that are a part of a worthwhile city life. Analyze the role-playing presentations with the class. On the chalkboard list both positive and negative aspects of city life that were presented in the dialogues. Refine the list so that it will reflect qualities that <u>are</u> and qualities that <u>are not</u> a part of a worthwhile city life. Instruct the students to copy these chalkboard lists and to keep them as a study guide.



Evaluation Criteria

The learner will identify from a general list of qualities those that are a part of a worthwhile city life with 80 percent accuracy.

UNIT II: LIFE IN THE COUNTRY (THEN AND NOW)

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
buffalo	tatanka	sheep	tahca ska
cattle	pte	sled	cansdohan
deer	tahca	tree	can
dog	sunka	wagon	capagmiya
ducks	magaksica	well	mnicapi
farm	woju	bark	wapapa
garden	owoju	chop	kaksapi
geese	maga	drink	yatkan
grass	peji	fish	hokuwapi
horse	sunkawakan	fly	kinyapi
lake	bde	look	wanyanka
plow	makayubdu	make	kaga
river	wakpa	pull	yutita
road	canku	ride	akadyankapi
school	wayawa	swim	nunwanpi

Senterces

ENGLISH	SIOUX
Ducks fly.	Magaksica kinyapi.
Get a drink at the well.	Mnicapi ekta waytkan hwo.
He has sheep.	Tahca ska yuha.
He is a farmer.	He owoju wicasa.
His garden is plowed.	He owoju yubda.

ENGLISH	SIOUX
Horses pull the sled.	Sunkawakan cansohan yutitanpi.
It is a wagon road.	He canpogmiya canku.
The buffalo is beautiful.	Tatanka ownyana waste.
The dog barks.	Sunka wapapa.
The geese are back.	Maga gdipi.
They cut grass.	Peji kaksapi.
We chop wood.	Can unkaksapi.
We fish in the river.	Magaksica bde asa onunwanpi.
We go to school.	Oyawa unyapi.
We ride horses.	Sungakadyankapi.

Objective

No. IS24: The child will list ten rural aspects of a reservation.

Activities

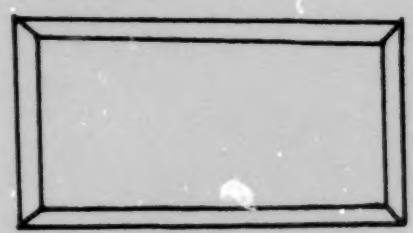
. Plan and take a hike in the woods with the students. Call their attention to different kinds of leaves and trees. Ask the students to collect samples of various kinds of tree leaves. Show the students how to use spray paint to create silhouettes of these leaves. Have the students label their leaf silhouettes and bind them together in a booklet. Provide the appropriate art supplies for this activity.

. As a class project plant a small vegetable garden. Assign a portion of the garden to each student and have him keep a log of its progress. Each student will be responsible for watering and caring for his portion of the garden.

. Discuss with the students the importance of faithfully feeding and caring for an animal. Read aloud to the class stories of children in rural settings who have the responsibility for such an animal.

. Discuss with the class various rural aspects of a reservation. Ask the students for their suggestions. List these on the chalkboard. Ask the students to copy this list and to keep it as a study guide.

. Using their rural-aspects-of-a-reservation list ask the students to design a bulletin board that shows and lists these aspects.



Evaluation Criteria

When asked to do so, the learner will list ten rural aspects of a reservation with 80 percent accuracy.

Objective

No. IS25: Given a map of the United States, the child will demonstrate his awareness that most Indian reservations are located in the West.

Activities

. Discuss with the students the locations of the Indian reservations of which they either have first-hand knowledge or of which they have heard. Draw a facsimile of a map of the United States on the chalkboard. Ask each student that mentioned a reservation to come to the chalkboard and locate his reservation on the map. Ask the class to copy the completed map on a sheet of drawing paper.

. On the chalkboard write the names of various large reservations not previously mentioned by class members. Instruct the students to copy this list. Ask each student to select a reservation and using reference materials to locate it on the map. Prepare a blank ditto master map of the United States and instruct each student to locate and label his assigned reservation on it. Reproduce the map as a worksheet and distribute copies to the students. Have each student review the location of his assigned reservation with the class. Ask the students to keep this map as a study aid.

. Introduce the students to the idea of scale. Locate sufficient copies of United States maps to provide one for each student's use. Give each student a blank map of the United States worksheet showing only the water bodies and the outlines of the various states. Ask the students to produce a composite map showing the location of each reservation studied. After the map has been labeled, it may be lightly shaded and mounted on construction paper.

Evaluation Criteria

The learner will demonstrate his awareness that most Indian reservations are located in the West by locating on a map of the United States correctly with 80 percent accuracy ten Indian reservations he has studied.

Objective

No. IS26: The child will demonstrate his awareness that a reservation is an area set aside for a tribe.

Activities

. Arrange for the students to attend an annual powwow and rodeo.

. Upon returning from the annual powwow and rodeo, have the students make a mural drawing of the things that they saw. In preparation for this project have each student draw his own miniature mural and then as a class decide upon who will complete what portion of the mural. Provide the necessary art supplies for this project.

. Ask that each student read something about life on a reservation. It might be an article, a part of a book, or a book. Tell the students that they are to organize the information they have learned and to present it orally to the class from notes that they have taken. Encourage the students to take notes as they listen to each report. Have them keep these notes as a study aid.

Evaluation Criteria

The learner will demonstrate his awareness that a reservation is an area set aside for a tribe by selecting a reservation and writing a paragraph describing the tribe on that reservation. Teacher judgment will determine acceptable performance.

UNIT III: COMMUNITY WORKERS (NEIGHBORHOOD FRIENDS)

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
barber	wicakicasksa	man	wicasa
boss	itancah	minister	wicasa wakan
doctor	pejuta wicasa	nun	winyawakan
driver	wicakahapa	nurse	wayazakaanyanka wi
father	ate	owner	wayuha, wicayuhe
fireman	petakasni wicasa	policeman	waanyanka
friend	koda	student	wayawa nu
housewife	tawicu	teacher	wayawicakiya
lawyer	wakiye wicasa		
mailman	wowapi toksu		

Sentences

ENGLISH	SIOUX
A nun was my teacher.	Winya wakan ospemakiya.
Come and meet the minister.	Hiuwowicasa wakan he wandaka kte.
Do you have a doctor?	Pejuta wicasa wanji duha he.
Do you have a nurse?	Wayazakaanyanka winyan wanji duha he.
Father is a student.	Ate he wayawa nu.
Get a hair cut!	Pehin kicaksa hwo.
He is the boss.	He itancah.

ENGLISH	SIOUX
I like my teacher.	Waonspekiye he waste wadaka.
My friend is the owner.	Mi dakota he tawa.
She is my wife.	He tawicu mitawa.
The driver is a black man.	Wicakahapa he hasapa.
The fireman is here.	Petaksni wicasa he hihunne.
The mailman is here.	Wowapi toksu wicasa wana he hi.
The policeman is my friend.	Waanyanka he me dakota.
We hired a lawyer.	Wakiye wicasa unyuhapi.

Objective

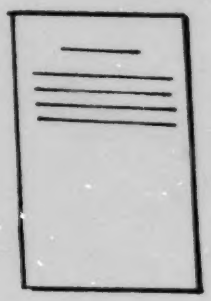
No. IS27: Given a selected list of community workers, the child will view them at their place of work.

Activities

. As a class project, take a variety of walking trips through the community. Included in these trips should be visits to the following places: the local post office, a bank, a hospital, and a fire station. Encourage the students to mention other sites that they would be interested in visiting.

. Design a bulletin board entitled "Our Community." After each walking trip, add the appropriate visuals to the board to reflect the places that the class has visited.

. Instruct the students to keep a list of the places they have visited. For each place named instruct them to list things of interest that they observed at that location. Periodically check each student's list to be sure that it accurately reflects the place of work visited. Tell the students to keep these lists as a study guide.



Evaluation Criteria

After returning from a field trip, the learner will draw a mini-mural showing workers he saw on his trip at their place of employment. The goal is that aspects characteristic of each worker's surroundings will be in the drawings. Teacher judgment will determine acceptable performance.

Objective

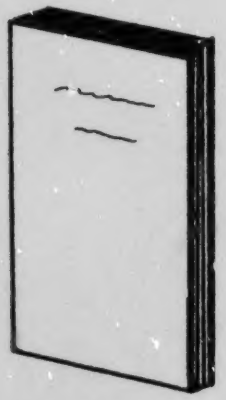
No. IS28: The child will demonstrate that he appreciates community service people.

Activities

. Identify and obtain films showing the roles or work of city workers. Show these films to the class and discuss with the students the content of each film.

. Invite a variety of community service people into the classroom to speak to the students about their role or work. Allow sufficient time for the students to question or speak to the community worker informally about his job.

. Make books about community service people available to the students. Ask them to read about a particular community worker's role and to share this information with others in the classroom. Each student will be assigned a different community worker to investigate.



Evaluation Criteria

The learner will write a paragraph describing the role or work of a randomly selected community worker. The goal is that the student will view the community worker positively. Teacher judgment will determine acceptable performance.

TOPICAL AREA IV: TRIBAL CULTURE

Vocabulary

ENGLISH	SIOUX	ENGLISH	SIOUX
ball	tapa	rabbit	mastincana
beaver	capa	rain	magaju
bird	zitkana	red willow	cansasa
canoe	wata	run	ihyanka
coal	cahdi	shoot	kute
dance	wacipi	sick	wayazanka
frog	gnaska	sing	dowan
grass	peji	sky	mahpiya
gun	mazan wakan	snow	wa
hill	paha	stone	inyan
iron	maza	tree	can
mosquito	capunka	water	mni
mountain	he	well	tanya
oak	utahu can	wind	tate
outdoors	tankad		

Sentences

ENGLISH	SIOUX
Are they picking berries?	Wospihanpi he.
Do you dance?	Wayaci he.
How are you?	Toniktuka he.
It is raining.	Wana magaju.
It is snowing.	Wana wahinhe.
Let's climb the hill.	Paha unwadipi kte.

Let's hunt rabbits.	Mastincana unkuwapi kt.
The birds are singing.	Zitkana dowanpi.
The sky is clear.	Mahpiya he bdeza.
Use a tree for firewood.	Dan idyapi.
We are well.	Untanyanpi.
We drink rainwater.	Majaju mni unyatkapi.
We get water at the river to drink.	Wakpa ekta mni wayatkepi.
We play ball.	Tapa unskatapi.
Where do we get water?	Mni tukted iyewayapi he.
Who is sick?	Tuwe wayazanka he.

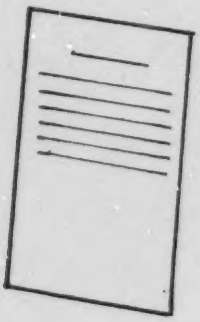
Objective

No. IS29: The child will demonstrate a personal respect for nature.

Activities

. Take the students on a walking trip by the Lake.* Encourage the students to collect shells and textured rocks. Allow class time for the students to mount these shells and/or rocks in some manner. Provide the appropriate art supplies. During the activity develop the theme idea of "bringing nature back into the home."

. Plan and accompany the students on a field trip to an American Indian art exhibit. Instruct the students to notice and write down as many examples as possible of how nature was the inspiration for or the subject of the art works themselves.



* Lake Michigan.

Evaluation Criteria

The learner will demonstrate a personal respect for nature by independently completing an art project of his own design and choice which has nature as both its subject matter and its theme. Teacher judgment will determine acceptable performance.

Objective

No. IS30: The child will show evidence of having a love for the outdoors.

Activities

. Read the book My Indian Boyhood aloud to the class in daily short oral reading periods. Discuss the segments with the students and call the attention of the students to the "love for the outdoors" theme that is a part of this book.

Evaluation Criteria

The learner will show evidence of having a love for the outdoors by writing a paragraph about an experience he had there. The goal is that the outdoors will be viewed positively and the time spent there will be presented as having been enjoyable. Teacher judgment will determine acceptable performance.

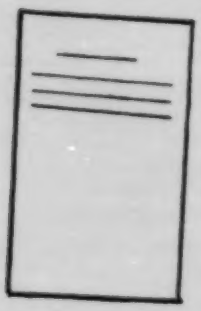
Objective

No. IS31: The child will list ten appropriate means of resource conservation.

Activities

. Plan and take the students on a trip to the Field Museum of Natural History. Visit the section on American Indians. Instruct the students to list the natural resources that appear within the exhibits and to note examples of how the American Indians conserved these resources.

. Ask the students from their Field Museum notes to suggest various means of resource conservation. On the chalkboard compile a master list of these means. As it is listed discuss each of these as to how it is appropriate for the conservation of resources and the preservation of the rural environment. Instruct the students to copy this list and to practice these means of resource conservation.



Evaluation Criteria

When asked to do so, the learner will list ten aspects of resource conservation with 80 percent accuracy.

Objective

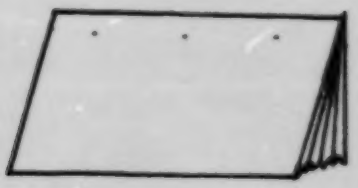
No. IS32: The child will demonstrate an appreciation of wildlife (fish and game).

Activities

- As a class project attend an American Indian powwow, rodeo, and/or ceremony. Instruct the students to take note of and report on examples of how wildlife is featured in each of these celebrations.

- After the student has visited the Field Museum of Natural History, discuss the role that wildlife has traditionally played in the life of the American Indian.

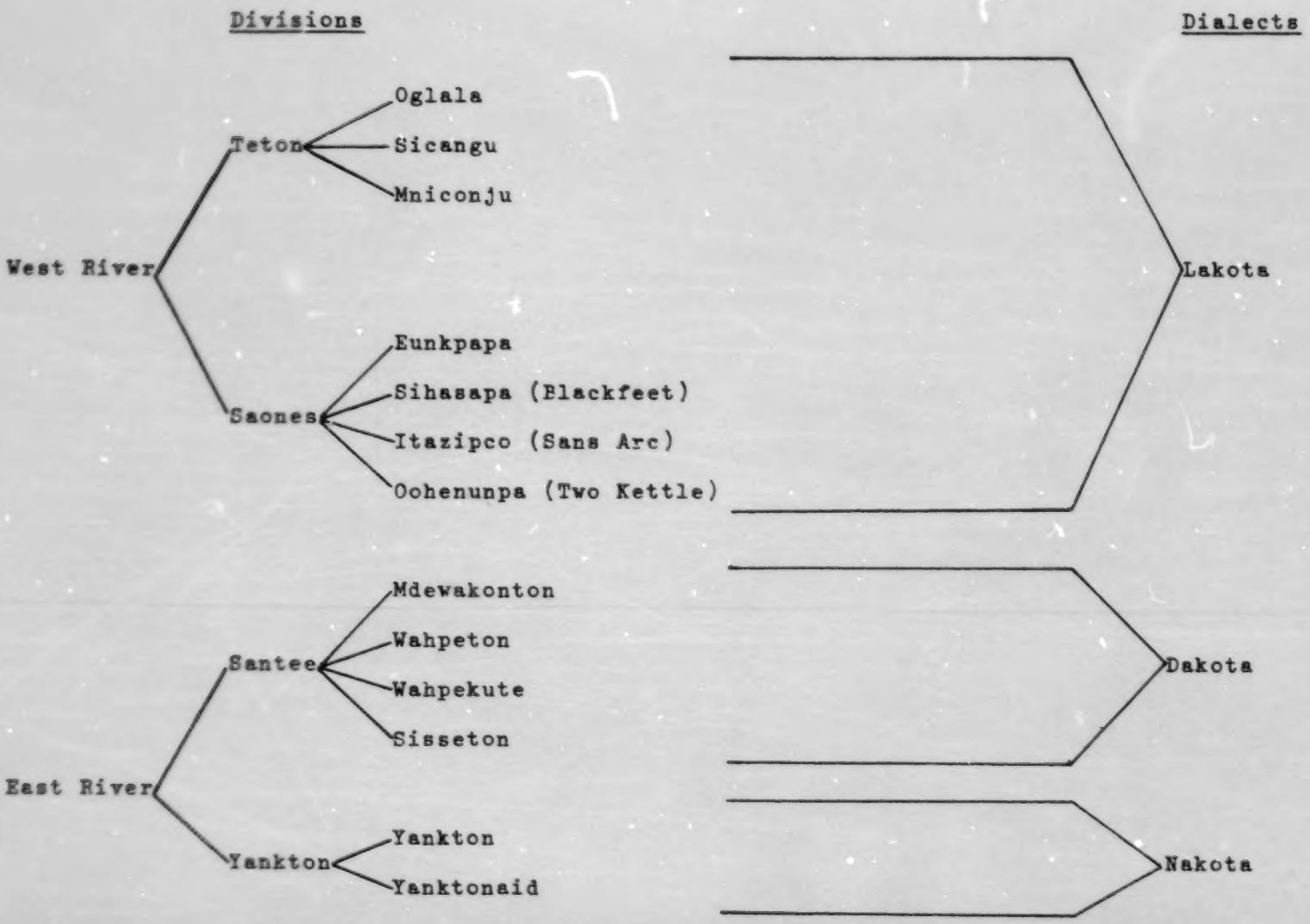
- Make appropriate resource materials available to the student so that each student can obtain information about the wildlife in the area of one of the American Indian reservations. Allow the students to choose which location they will investigate; however, check to be sure that no two students are researching the same area. Ask that the students each design and produce a ditto master (half page) sheet which they will distribute to the other students and explain. After all such sheets have been completed and presented, they may be bound together in booklet form.



Evaluation Criteria

The learner will demonstrate an appreciation of wildlife (fish and game) by selecting an American Indian reservation and writing a paragraph describing with 80 percent accuracy the wildlife found in the area of the reservation. The goal is that in the paragraph wildlife will be viewed positively. Teacher judgment will determine acceptable performance.

APPENDIX: TRIBAL AND LINGUISTIC ORDER



BEST COPY AVAILABLE

OUTLINE

Guide to Pronunciation

English-Winnebago Pronunciation Key

English Phonetic Pronunciation Chart

Topical Area I: The Child, the Family, and the School

Unit I: Parts of the Human Body

Unit II: My Indian Family

Unit III: Getting Acquainted in School

Unit IV: Sentences about the Child, the Family and the School

Topical Area II: The Necessities of Life--Food, Clothing, and Shelter

Unit I: Foods from Nature--Discovered and Cultivated by Us and Eaten Now

Unit II: Appropriate Clothing for Good Health

Unit III: The Home (Then and Now)

Topical Area III: Urban and Rural Life and the Community Worker

Unit I: Living in the City

Unit II: Life in the Country (Then and Now)

Unit III: Community Workers (Neighborhood Friends)

Topical Area IV: Tribal Culture

Appendix: Useful Expressions in Winnebago

GUIDE TO PRONUNCIATION

English-Winnebago Pronunciation Key

Each unit within this guide presents vocabulary through English phonetic pronunciation transciption, Winnebago alphabet transcription, and English translation transcription. The English phonetic pronunciation approach has been used throughout this guide because it is better geared than is the Winnebago alphabet transcription method to the level of language arts skill development of the intermediate student.

The English phonetic pronunciation system uses the following symbols:

~ This line above the letter l (l̃) means that the l̃ is rolled.

- These accents are marked only on the phonetic pronunciation transcription. They are not marked on either the Winnebago alphabet transcription or the English translation transcription.

' This symbol is used only following a vowel. It indicates that the preceding vowel is pronounced with the nasal passages closed or that the sound /n/ follows the vowel. Examples of this occur in the Winnebago words lAi' and pee'. It is the custom of some Winnebagoes to use the very small n̲ rather than the '. In this guide, however, the ' will be used for the reason that the n̲ is not found elsewhere in printed Winnebago language materials.

The ' symbol also is used in the Winnebago alphabet transcription.

English Phonetic Pronunciation Chart

WINNEBAGO ALPHABET	WAT* a	WPT** ah	WAT e	WPT ay	WAT i	WPT ee	WAT o	WPT o	WAT oo	WPT oo
A	A	ha	Ae	hay	Ai	Hee	Ao	ho	Aoo	hoo
d	d	zha	de	zhay	di	zhee	do	zho	doo	zhoo
k	k	ga	ke	gay	ki	gee	ko	go	koo	goo
KK	KK	ka	KKe	kay	KKi	kee	KKo	ko	KKoo	koo
l	l	ba	le	bay	li	bee	lo	bo	loo	boo
lA	lA	pa	lAe	pay	lAi	pee	lAo	po	lAoo	poo
L	L	l̃a	Le	l̂ay	Li	l̃ee	Lo	l̂o	Loo	l̂oo
m	m	ma	me	may	mi	mee	mo	mo	moo	moo
n	n	na	ne	nay	ni	nee	no	no	noo	noo
r	r	sa	re	say	ri	see	ro	so	roo	soo
rA	rA	za	rAe	zay	rAi	zee	rAo	zo	rAoo	zoo
t	t	da	te	day	ti	dee	to	do	too	doo
tA	tA	ta	tAe	tay	tAi	tee	tAo	to	tAoo	too

*Winnebago Alphabet Transcription
**Winnebago Phonetic Transcription
***The line above the letter l (l̃) means that the l̂ is rolled.

WINNEBAGO ALPHABET	WAT*	WPT**	WAT	WPT	WAT	WPT	WAT	WPT	WAT	WPT
	a	ah	e	ay	i	ee	o	o	oo	oo
tt	tt	ja	tte	jay	tti	jee	tto	jo	ttoo	joo
ttA	ttA	cha	ttAe	chay	ttAi	chee	ttAo	cho	ttAoo	choo
w	w	wa	we	way	wi	wee	wo	wo	woo	woo
X	X	xa***	Xe	xay***	Xi	xee***	Xo	xo***	Xoo	xoo***
)	)	ya	)e	yay	)i	yee	)o	yo	)oo	yoo

*Winnebago Alphabet Transcription
**Winnebago Phonetic Transcription
***The X is pronounced as the gutteral "ach" is in German.

TOPICAL AREA I

THE CHILD, THE FAMILY, AND THE SCHOOL

UNIT I: PARTS OF THE HUMAN BODY

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
ankle	see ka	ri KK
arm	ah	a
back	na´ kay	n' KKe
cheek	ee ĩo	i Lo
chest	mank	m'KK
chin	hee ĩahb	Ai Ll
elbow	ah hee´ pa	a Ai lA
eyes	hee zhja soo	Ai dttA roo
face	hee zhja	Ai dttA
finger	zhak	d KK
foot	see	ri
forehead	pay	lAe
hair	na´ joo	n' ttoo
hand	namb	nml
heart	na´ jkay	n' ttKKe
head	na´ soo	n' roo
knee	hoo po ĩo	Aoo lAo Lo
lips	ee xoo	i Xoo
mouth	ee	i

Objective

No. IW1: Given an illustration or series of illustrations showing the body parts, the child will name them in Winnebago.

Activities

. Ask the children to watch and listen carefully. Point to a part of the body such as an arm. Say the Winnebago word for arm, pause, and then repeat the Winnebago term again. Pointing to the same body part, once again ask the class to repeat the word after you. Repeat this pattern for several other parts of the body. Then returning to the first body part named ask the pupils what it is. They will answer either in chorus or individually by naming the indicated body part. Continue this activity on successive days until all the vocabulary items have been revived. As a part of each day's review include all the vocabulary items learned during the previous days.

. Show the children a transparency containing six or twelve boxes, each with a drawing or a picture of a different body part. Give the pupils a worksheet that is identical to the transparency. Name a part of the body and ask them to point out the corresponding visual on their worksheet. When everyone has indicated their choice, point to the correct corresponding visual on the transparency. Repeat this procedure until all the pictures have been reviewed.

. Members of the class take turns calling out "ri L kkoo Loott KK Le" ('Touch your foot.'), etc. to the pupil who has been chosen to be 'it'. The child who is 'it' must see how many points he can accumulate. Children take turns being 'it' and the child who accumulates the most points is designated as 'king' or 'queen' for the day. As 'king' or 'queen' he or she is given some special priviledge for that day such as being first in line.

. Have a small group of children stand up in an area of the room where they can move forward easily. Explain that you will touch a part of your body or that you will show them a picture of the body part and that each child in the group will have a certain number of turns to name the body parts in Winnebago. If a pupil names the part correctly he may take a step forward. The child who has moved the farthest at the end of an agreed upon number of turns wins the game.

Evaluation Criteria

The learner will name the body parts in Winnebago with 80 percent accuracy.

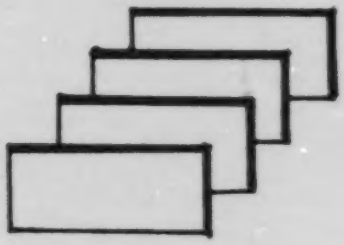
Objective

No. IW2: Given Winnebago words identifying body parts, the child will read them.

Activities

. Have the children draw pictures of each of the body parts on uniformly-sized cards. On the back of each card have the child copy from the chalkboard or a worksheet the corresponding Winnebago vocabulary item. Ask the children to work in pairs with each child taking a turn reading the vocabulary words and matching them with a corresponding picture in the other child's picture card pile. The successfully identified words are put in one pile and the others in another pile. The two children alternate turns until each child identifies all of the Winnebago words correctly.

. Hang a Winnebago body chart on a wall of the classroom. Place corresponding Winnebago word cards in a pile near the chart. Ask the children to listen as you orally read a card selected at random from the word card pile and to watch as you place it on the body chart. Repeat this procedure for each of the word cards. Next, ask for a volunteer and have him select a word card and place it on the body chart. If he does so correctly he may choose the next volunteer.



Evaluation Criteria

Upon reading Winnebago body part vocabulary items, the learner will match them with the corresponding illustrations with 80 percent accuracy.

UNIT II: MY INDIAN FAMILY

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
aunt	chee wee	ttAoo wi'
baby	neenk jank	ni'KK tt'KK
boy	hoo chee chee neenk	Aoo ttAi ttAi ni'KK
brother	ha kee noomb	A KKi nooml
cousin, relatives	wa kee noomb	w KKi nooml
father	hee ahnch, ja jee	Ai a'tt, tt tti
girl	hee nook neenk	Ai nooKK ni'KK
granddaughter	hee choo zhank	Ai ttAoo d'KK
grandfather	hee cho kay	Ai ttAo KKe
" "	cho ka	ttAo KK
grandmother	koo nee ka	KKoo ni KK
" "	hee ko lo kay	Ai KKo Lo KKe
grandson	hee choo zhkay	Ai ttAoo dKKe
husband	hee ka´ na	Ai KK' n
man	wank	w'KK
mother	hee oo nee	Ai oo ni
(addressing mother)	na nee	n ni
nephew	hee choo zhkay	Ai ttAoo dKKe
niece	hee choo zhank	Ai ttAoo d'KK
older brother	hee nee	Ai ni
older sister	hee noo	Ai noo

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
sister	ha kee noomb	A KKi nooml
uncle	day ga	te K
wife	hee cha wee´	Ai ttA wi'
woman	kee nook	Ai nooKK
younger brother	hee soonk	Ai roo'KK
younger sister	wayach kay	w)tt KKe

Objective

No. IW3: The child will name in Winnebago various relations within his family unit.

Activities

- Teach the children the melody to the song that begins, "Are you sleeping, are you sleeping, Brother John, Brother John?" Have the children in singing the song substitute other family relationship titles and pair them with the names of members of their own family. These personal substitutions are to be made within the Brother John slot in the song (e.g., Sister Mary, Uncle Jack, Grandfather Joe, etc.)

- Have each child draw a picture of his immediate family. Instruct him to label each family member in both Winnebago and English on the picture itself.

- Have the children make a bulletin board entitled "My Winnebago Family." Assist them in locating actual photos of Winnebago tribal members. Instruct the pupils to place family relationship labels in English and Winnebago beneath the photos. This activity will reinforce the concept that all Winnebago tribal members are related in one way or another.

- Have each child draw a separate portrait of each member of his extended family for which there are target vocabulary words listed above. Instruct the children to label their pictures in Winnebago on the front and in English on the back. These flashcard portraits may then be used as a study aid by the child in learning the Winnebago names for the various relationships within his family unit.

Evaluation Criteria

When asked to do so, the learner will name in Winnebago the relationships within his immediate and extended family unit with 80 percent accuracy.

Objective

No. IW4: The child will tell what each family member does.

Activities

. Write each of the family relationship role names on a separate strip of paper. Fold the strips and place them in a container. Give the children oral directions as to how to play the game Charades. Say to them, 'If it's your turn you will choose a strip, read it, and pantomime an appropriate activity for that family member. When you finish your pantomiming, you will say to the class, "Guess which member of the family I am?" You may then call on other children to identify who you are. If that child guesses correctly, he may choose the next strip and do the next pantomiming.'

. Make available magazine pictures which the children may cut and use to construct finger puppets or hand puppets. Direct the children each to have their puppet speak about who he is and what he does (e.g., I am the mother.--Hee oo ni nane wa oo ha je na.; I cook.--Wa looch ha oo ha jay na., etc.)

. Give the children oral directions as to how to play the game Describe. Tell them: "I will divide the class into two teams. Then I will name a family member such as Mother. A player from the first team will describe her; for example, She is big, tall, and pretty. (E xete, re Lett, 1 Ai.). Next, a member of the second team will be asked to tell what her role is in the household; for example, She washes our clothes. (Wy ni na loo zha.). For the next family member, the teams will reverse turns and the second team will describe the person and the first team will describe that person's role." Divide the class into two teams, set up an agreed upon scoring procedure, and begin the game.

Evaluation Criteria

When asked to do so, the learner will describe an activity of each member of his immediate family with 80 percent accuracy.

UNIT III: GETTING ACQUAINTED IN SCHOOL

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
one	hee zha kee ĵa	Ai d KKi J.
two	namb	nml
three	da nee	t ni
four	job	ttol
five	sa cha´	r ttA'
six	ha kay way	A KKe we
seven	zha go wee´	d Ko wi'
eight	ha ĵoo wank	A Loo w'KK
nine	hee zha kee choo zhkoo nee	Ai d KKi ttAoo dKKoo ni
ten	kay ĵay pa na´	KKe Le lA n'
Indian	wank zheek	w'KK diKK
Winnebago	ho chang	Ao ttA'k

Sentences

I am eight years old.	ma ha ĵoo wank ha nee na	m A Loo w'KK A ni n.
My name is ____.	____ ga heengya ĵay	K Ai'K) Le.
Come here.	hoo ĵay	Aoo Le.
Cry.	xag ĵay	XK Le.
Dance.	wa zhee ĵay	w di Le.
Eat.	wa ĵooch ĵay	w LoottA Le.
Get up.	kee ka wa oonay	KKi KK w oo ne.

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
Give me.	hoo ka oolay	Aoo' KK oo Le.
Laugh.	hee kazh	Ai KKd.
Look.	hoo lo xochalay	Aoo Lo XottAle.
Run.	noo wank lay	noo w'KK Le.
Sit down.	mee nak lay	mi nKK Le
Sleep.	na nay	n ne.
Wake-up.	hee kee' nay	Ai KKi ne.
Walk.	ma nee lay	m ni Le.

Order of Birth Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
first born male	koo noo	KKoo noo
second born male	hay na	Ae n
third born male	ha ga	A K
fourth born male	na xee	n Xi
fifth born male	na xee xoo noo	n Xi Xoo noo
sixth born male	na xee xoo noo xjee	n Xi Xoo noo Xtti
first born female	hee noo	Ai noo
second born female	wee ah	wi a
third born female	ha ksee ga	A KKri k
fourth born female	hee na kay	Ai n KKe
fifth born female	ha ksee ga xoo noo	A KKri k Xoo noo
sixth born female	ha ksee ga xoo noo xjee	A KKri k Xoo noo Xtti

Objective

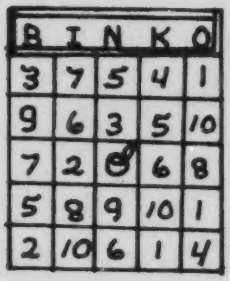
No. IW5: The child will count from one to ten in Winnebago.

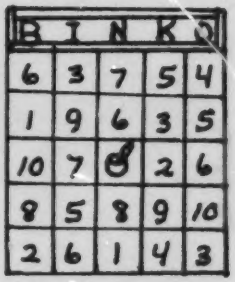
Activities

. Make numbered bingo cards. On each square put a numeral at random, 1 to 10. The 'caller' will read from a square the number in Winnebago. Encourage the children to use the wall chart until they get eighty percent of the numbers correct.

. Ask the children to make number cards showing sets of Indian articles. Ask them to number the cards and to put the correct number of articles on the correspondingly numbered card. Provide appropriate art supplies such as 6" x 10" blank cards.

. Teach the children the number activity game "Cho ka." "Cho ka, May I?" is similar to the game "Captain, May I?" A child stands at the front of the classroom with Winnebago number cards 1 - 10. The remaining children stand at the back of the room. Each child individually calls out, "Cho ka, May I?" The child with the Winnebago number cards then holds up a selected card for the pupil--for example, the card with sah cha (number five). The pupil then takes five giant steps forward. The pupils alternate turns and the first to reach the front of the room wins.





Evaluation Criteria

When asked to do so, the learner will count one to ten in Winnebago with 80 percent accuracy.

Objective

No. IW6: When asked to so, the child will identify himself in Winnebago by name, tribe, and order of birth.

Activities

. Refer to the Order of Birth Vocabulary list. Construct a game with five girls and five boys. Give them each a name card to hold and have them stand in two lines facing each other. Have the 'Koo noo' begin by saying, 'Na xee (Fourth Born Male), come here." Tell the class that whenever someone hears his name and sees it written on the speaker's card, he is to respond by going to the other side.

. Do this as a role-playing activity; ask one of the children to be the 'teacher' and the others the 'pupils'. Have the 'teacher' ask, "What is your name?", "What is your tribe?", "How old are you?", and "Who are you by order of birth?"; have the 'teacher' select volunteers to answer. If a volunteer answers all of the questions correctly, have him become the 'teacher'. On the following day, have the children role play in Winnebago.

. Pair off the children. Ask them to practice identifying themselves in Winnebago. Tell them to ask the other child in Winnebago what his name, tribe, age, and order of birth are. Have that child answer and then ask the first child the same questions. Circulate and help children that are having problems.

Evaluation Criteria

The learner will state his name, tribe, age, and order of birth in Winnebago. Teacher judgment will determine acceptable performance.

Objective

No. IW7: Given a simple command in Winnebago, the child will demonstrate that he knows its meaning.

Activities

. Show the children a transparency containing six or twelve boxes, each with a drawing or a picture of a different activity. Then give them a worksheet that is identical to the transparency. Give a simple command in Winnebago for which there is a corresponding illustration on the transparency. Ask the children to point out the corresponding illustration on their worksheet. When everyone has indicated their choice, point to the corresponding illustration on the transparency. Repeat this procedure until all of the pictures have been reviewed. Extend this activity to include additional similar transparencies and worksheets until all of the commands have been received.

. Invite members of the class to take turns pantomiming requested activities. Explain that you will give simple commands in Winnebago and that each child will have a certain number of turns to perform the required action. If the child pantomimes the commanded activity correctly, give him a point. The child who accumulates the most points at the end of the agreed upon number of **turns** wins the game.

Evaluation Criteria

Upon hearing simple commands in Winnebago, the learner will identify the corresponding illustrations with 80 percent accuracy.

Objective

No. IW8: When asked to do so, the child will give a simple command in Winnebago.

Activities

. Teach the children the command activity game 'Do do' Says. It is similar to the game Simon Says. Ask the children to prepare tagboard cards with magazine picture cutouts for each command. Provide them with appropriate art supplies. Use these cards during the first few days that this game is played; however, after that encourage the children not to use the cards. To play the game, substitute the Winnebago term 'Do do' (brother) for 'Simon'. When a child does not obey a command correctly, have him sit down. Continue the game until only one child remains standing. Appoint the winner as the next 'Do do'.

. Invite members of the class to take turns calling out simple commands in Winnebago. Have the child who has been chosen to be 'it' pantomime the activities and give him a point for each one he does correctly. When he pantomimes an activity that does not correspond to the command, give his turn to the child who gave the command. At the end of the game declare the child who has accumulated the most points to be the winner.

. Divide the class into two teams. Explain that you will give an illustration of an activity to a member of the team and that the team member must give the appropriate oral command. Have the team members alternate turns and give the team a point for each correct command. Also have the teams themsleves alternate turns. Declare the team with the most points at the end of an agreed upon period of time to be the winner.

Evaluation Criteria

The learner will give requested commands in Winnebago with 80 percent accuracy.

UNIT IV: SENTENCES ABOUT THE CHILD, THE FAMILY AND THE SCHOOL

Sentences

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
Are you hungry?	doo nee kay way hee
Be quiet.	xab goo nee nay
Father has gone to work!	hee ahnch ha ĵa wa ĵa ĵay na
Go outside.	chong ay ah joo wa ĵa ĵay
Grandfather has gone fishing.	choka ga ho gee seek ĵay na
Grandmother is making a dress / is sewing.	koo nee ka ga wa ĵoo chok nunk
I am going out.	chong ay ja hoo wa day na
It is cold.	see nee hee na
It is very cold.	see nee hee xee na
It is very warm.	zhjooj xee jay na
It is warm.	zhjooj jay na
Mother is at the store.	hee oonee ha ĵa wa ĵooch che ĵa ho wa ĵa
My brother is sleeping.	hee nee ha ĵa na wa oo wonk
My kid brother is playing.	he soonk ha ĵa zhkay jay na
My older sister is fat.	he noo ha ĵa shee wa oo ay na
My sister goes to school.	he kee noomp ha ĵa wa gax ha ja ĵay na
Our cousins will visit us today.	hee kee noomb wa ĵa ha jee ĵay kjay na/hump zha e
Stay inside.	chee ay ja oo nay haj ja
The baby is sleeping.	neenk jank ĵa na nank

Objective

No. IW9: Given a pretaught Winnebago sentence about the human body, the family, or the school, the child will demonstrate that he knows its meaning.

Activities

- Cut out magazine pictures showing a related action for each sentence, e.g., "Are you hungry?" Have available on the walls pictures depicting, as closely as possible, the sentences. For example, "It is cold," could be shown on a picture card, made by a child, as the child sitting wrapped in a blanket and shivering--possibly with icicles and snow surrounding the child in the picture. All sentences may be illustrated in this manner. Exaggerations in pictures better convey the meaning.

- Go over each picture with the children. Orally paraphrase the sentences and have the children repeat the paraphrasing.

- Tell the children that they will be taking part in a role-playing activity. During the activity model one of the Winnebago sentences such as See nee hee na. (It is cold.) and select a child to act out the sentence.

- With English sentences, pictures, and Winnebago pronunciation transcriptions on a wall chart, call on various students to pick out a sentence and orally pattern it in Winnebago for the child. Have the child listen to the oral patterning and orally paraphrase the sentence into a tape recorder. When most of the children have had a turn, play the tape back and have the children listen for the fun of hearing their voices. Next replay it for the children to pick out their errors and, thus, to learn from their successes and mistakes.

Evaluation Criteria

After hearing a pretaught Winnebago sentence about the human body, the family, or the school, the learner will demonstrate that he knows its meaning by orally paraphrasing it in English with 80 percent accuracy.

Objective

No. IW10: Given the English oral paraphrase of a pretaught Winnebago sentence about the human body, the family, or the school, the child will say the sentence in Winnebago.

Activities

. With English sentences, pictures, and Winnebago pronunciation transcriptions on a wall chart, call on various students to pick out a sentence and orally pattern it in Winnebago for the child. Have the child listen to the oral patterning and orally paraphrase the sentence into a tape recorder. When most of the children have had a turn, play the tape back and have the children listen for the fun of hearing their voices. Next replay it for the children to pick out their errors and, thus, to learn from their successes and mistakes.

  Select a child to go to the front of the class and act out a sentence of his choice. At this time display on the wall pictures depicting the selected sentences; no English or Winnebago sentences are to be displayed. While an individual child is role-playing, have the rest of the class concentrate on saying the pretaught Winnebago sentence.

. Use hand puppets with those who are not so sure of the sentence's meaning. Also suggest that other children who are able to be of assistance help them.

Evaluation Criteria

Upon hearing the English paraphrase of a pretaught Winnebago sentence about the human body, the family, or the school, the learner will say the sentence in Winnebago with 80 percent accuracy.

Objective

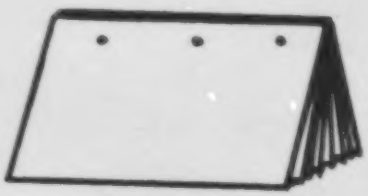
No. IW11: Given a Winnebago phonetic pronunciation transcription of a pretaught sentence, the child will read the sentence orally.

Activities

. Use the overhead projector with clear transparency sheets; write the Winnebago phonetic pronunciation transcription of a pretaught sentence and select children to read it.

. Have students make transparency illustrations for the sentences. These illustrations are for overlay on the sentences which are to have been written on the bottom of the transparencey sheets. Have each child match his picture with the corresponding Winnebago sentence; then have him read the sentence aloud.

. Have each child make his own Winnebago Book of Sentences, decorating the cover with his clan symbol. Have him write all the pretaught sentences neatly in Winnebago and number them. In the back of his book, have him include a section with equivalent English sentences so he may recheck if he is in doubt. The Winnebago Book of Sentences is to be taken home for practice in reading with parents as helpers. The books must be brought back to school daily for as long as the IW11 objective is being learned.



Evaluation Criteria

The learner will read the phonetic pronunciation transcription of a pretaught Winnebago sentence orally with 80 percent accuracy.

Objective

No. IW12: Given a pretaught Winnebago sentence in dictation, the child will write the phonetic pronunciation transcription.

Activities

. Using colored watercolor markers and a large sheet of drawing paper, have the children write the Winnebago phonetic pronunciation transcription for the pretaught Winnebago sentences. Use bright colors and large paper in this activity for motivation.

. Pair off the children. Ask them to practice writing the phonetic pronunciation transcription for the pretaught sentences. Tell them to alternate turns dictating the sentences. Circulate and help children who are having problems.

Evaluation Criteria

Upon hearing a pretaught Winnebago sentence dictated, the learner will write the phonetic pronunciation transcription of it with 80 percent accuracy.

TOPICAL AREA II

THE NECESSITIES OF LIFE--FOOD, CLOTHING, AND SHELTER

UNIT I: FOODS FROM NATURE--DISCOVERED AND CULTIVATED BY US AND EATEN NOW

Vocabulary

ENGLISH	WINNEBAGO PHONETIC PRONUNCIATION
berries, cherries	haz, nom pook
bread (heat cooked)	wyskoop ha da xkee
candy	da nee zhoo kee lee kee leezh
coffee	nee da zhjook da xoo
corn	wee cha' wans
flour	wee cha' wa', yaskop psho psho h
fry bread	wyskoop da xaylay
gum	zho ka' wa'
hot dogs	zhoonk dakooch
meat	wa nee
milk	chay was nee
milkweed	ma' heench
muskrat	wee cha wak
oil	wa kee nee
pepper	nee skoo skee
pig	xkoo xkoo heg zhay
pop	nee na jox
potatoes	doe

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
rice	see' ska
salt	nee skoo
soup	nee pa' na'
squash	wee cha' wa'
sugar	da nee zhɔo
tea	nee da zhjook na' ob
(yeast risen) loaf bread	wyskoop xaytay
boil	xaylay
cup	wo la cha', wo zhoo
dish	wa skay
fork	wee looch
fry	da xaylay
half a cup	(wo la cha'/ wo zhoo) kee sook
heat	zhjooch hee
knife	ma hee
one cup	(wo la cha'/ wo zhoo) hee zho
spoon	choo gee
two cups	(wo la cha'/ wo zhoo) noomp
warm	zhjooch

Sentences

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
Are you hungry?	doe neenkay way hee
Do you want some?	hee skay lo la go '

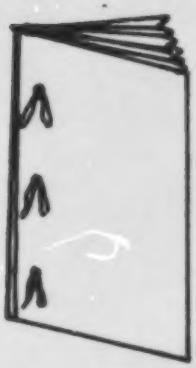
ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
Drink all of it.	ha nonj ĩaj ka nay
(All of you) eat.	wa ĩooch wee ĩay
(You) eat.	wa ĩooch ĩay
I am full.	wa eenoonch zhon ah
I am hungry.	doyn kay way hay na
I like beans.	hooneenk hy pay'
I like candy.	da nee zhoo kee ĩee kee ĩeezh hy pay'
I like corn.	wee cha´ wans hy pay'
I like potatoes.	doe hy pay'
I love fry bread.	wyskoop da xayĩay ĩa hy pay xjeena

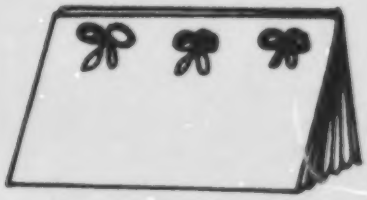
Objective

No. IW13: The child will demonstrate that he appreciates his own food as part of his heritage.

Activities

. Make a booklet with lined paper, a construction paper cover, and yarn ties. Decorate the cover with a drawing of milkweed or corn plants. Have the children enter one recipe a day--for example, the fry bread recipe. Encourage them to create their own recipes and to try them out at a later date.





Evaluation Criteria

The learner will demonstrate that he appreciates his own food as part of his heritage by writing a paragraph describing those foods eaten today which were also eaten by his ancestors. The goal is that these foods will be viewed positively. Teacher judgment will determine acceptable performance.

Objective

No. IW14: The child will demonstrate that he appreciates the method of preparation of his own food as part of his heritage.

Activities

. As a class project have the children make wyskoop da xele (Winnebago fry bread). On the chalkboard write the following recipe:

Winnebago Fry Bread

Put flour in a deep bowl. Make a hole in the center of the bowl of flour.
Put in 4 cups of warm water.
Add 8 tsp. baking powder (2 tsp. to 1 c.).
Add 2 dashes (tbsp.) of salt.
Stir ingredients together with a spoon. Keep the shape of the bowl.
Kneed dough slightly. (If you kneed it too hard, as a result you will have what resembles fritod instead of fry bread.)
Let dough stand for half an hour before deep frying.

Remind the children to let the dough stand for half an hour before deep frying.

. Ask each child to cut out pictures of Winnebago food dishes. Instruct the children to mount them and label them with English and Winnebago words. Suggest that they draw milkweed soup and other Indian dishes not found in magazines. Place sufficient paper plates, spoons, knives, and forks on a table for each member of a family. Have the children sit at the table and role play that they are the family members. On the table have them place their cut-outs of Winnebago food dishes. Ask them in their conversation to discuss the food they are eating and how it was prepared.

Evaluation Criteria

The learner will demonstrate that he appreciates the method of preparation of his own food as part of his heritage by writing a paragraph describing how Winnebago food dishes are prepared. The goal is that this method of preparation be viewed positively. Teacher judgment will determine acceptable performance.

Objective

No. IW15: The child will plan a recipe in Winnebago.

Activities

. Give the child a cassette with the English and Winnebago food vocabulary items on it. Have him listen through once and repeat the second time he listens. Ask the child to work on his own with this; have him work on listening and repeating the Winnebago for at least half an hour a day.

. Ask the children to bring items to school for measuring and making 'nee pah'. During this soup making activity, have them name the ingredients in Winnebago as the soup is stirred.

. Tell the children that they will be making up their own soup recipe and instruct them that they are to list the ingredients in Winnebago. Write an example on such a recipe on the chalkboard as follows:

nee na wo zhoo noompee wee (2 cups of water)

xkoo xoo ya zhay (2 bacon strips)

hoo neenk wo zhoo hee zha (1 cup beans)

nee skooeeing (dash of salt)

mee skoo skeeng (dash of pepper)

doe ĵa jobe (4 potatoes).

Evaluation Criteria

When asked to do so, the learner will tape record a recipe he has planned in Winnebago. Teacher judgment will determine acceptable performance.

Objective

No. IW16: Given that he has planned a recipe in Winnebago, the child will write it out and read to the class.

Activities

. Ask the children to make their own picture cards (labeled in Winnebago) for each vocabulary word using cutouts from family food magazines. Write the vocabulary words on the chalkboard and instruct the children to copy them. When the uniformly-sized picture cards are done, have them tied with yarn on one corner for easier flipping for reference.

. Have several containers on hand such as cups and bowls. Fill each with an amount which would be in a recipe; for example, one-half cup of sugar. Label this with English and Winnebago pronunciation.

One-half cup of sugar . . . da nee zhoo ła kee sook
(sugar-container-half)

Continue this activity using various measurements such as one-fourth, one-third, three-fourths, etc. Extend this activity using spoonfuls and tablespoons-full.

. Print all simple sentences on sentence cards. Place them on a wall with masking tape. Put desks together to make a table and place chairs around the table. Place paper dinnerwear and plastic silverware items on the table. Role play a Winnebago family at mealtime. Carry on a dialogue--reading from the sentence cards for help and drill.

Evaluation Criteria

When asked to do so, the learner will write out in Winnebago and read to the class with 80 percent accuracy a recipe he has planned.

UNIT II: APPROPRIATE CLOTHING FOR GOOD HEALTH

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
blouse	heǵ nook wo na´ zhee´	Ai noKK wo n di
cap	wo ka nank	wo KK n'KK
coat	wo na´ zhee´	wo n di
dress	wa jay	w tte
gloves	zhak heǵ zhoo´	dK Ai KK doo
jacket	wo na´ zheeh´	wo n dil
mittens	zhak heǵ zhoo´	dK Ai KK doo
pants, trousers	lo ga jay	Lo k tte
shirt	wank, wo na´ zhee´	w'KK wo n di
shoes	wa goo jay	w koo tte
skirt	wa jay	w tte
socks	see hee Îa sa	ri Ai L r
sweater	wo na´ zhee´ zee zeek	wo n di rAi rAiKK

Objective

No. IW17: Given an illustration or series of illustrations showing various articles of clothing, the child will name them in Winnebago.

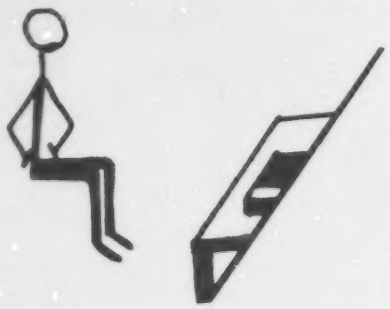
Activities

. Place a word chart of clothing terms vocabulary (English and Winnebago pronunciation) in the classroom where all can see it. This chart should include cutouts for all of clothing terms on the chart.

. Place boy and girl figures on a flannel board. Paste flannel backing on cutouts of selected articles of clothing. Ask a volunteer to put the correct article of clothing on the correct body of the girl or boy. Tell the children that they may look at the clothing chart for help.

. Tell the children that someone in the class will be asked to tell the child who is 'it' to put on an article of clothing such as a coat. He will say "Wo nah zhee la hoo wah." When he hears the auditory clue, the child who is 'it' must do as he is commanded or lose his turn. If he loses his turn, the child who gave the command becomes 'it'.

. Make a tape recorder or language master available to the children. Record the target Winnebago clothing vocabulary items. Encourage the children to listen to the oral models and to record their own pronunciation of these terms.



Evaluation Criteria

The learner will name in Winnebago with 80 percent accuracy the articles of clothing shown in an illustration or series of illustrations.

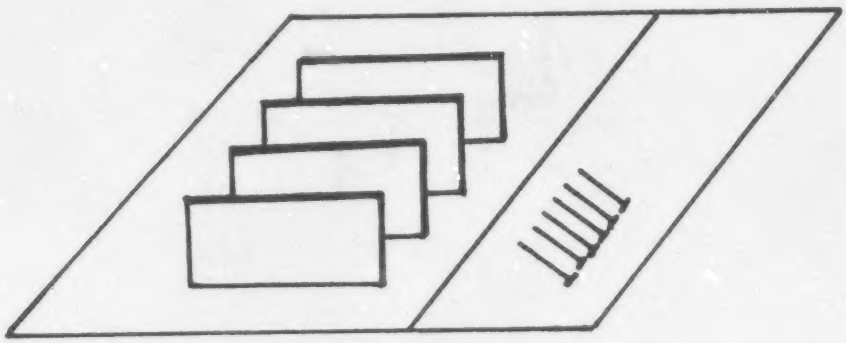
Objective

No. IW18: Given the Winnebago phonetic pronunciation transcriptions for various articles of clothing, the child will read them and match them with the corresponding clothing articles.

Activities

. Assist interested class members in making an English-Winnebago (phonetic pronunciation) word chart of clothing vocabulary items. Design the chart to include felt cutouts of all the clothing items named. Place the chart in the classroom in a location where all can see it.

. Bring all the listed articles of clothing to class. Make a Winnebago phonetic pronunciation card for each article. Provide straight pins. The goal of this activity is that the child will read one of the cards and pin it on the correct article of clothing. Allow the children to look at the clothing chart for help.



Evaluation Crieria

The learner will read the Winnebago clothing vocabulary phonetic pronounciation transciptions and match each transcription with the corresponding article of clothing with 80 percent accuracy.

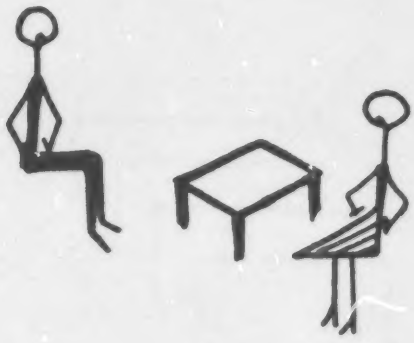
Objective

No. IW19: Given a pretaught Winnebago clothing vocabulary term in dictation, the child will write the phonetic pronunciation transciption.

Activities

. Call the children's attention to the word chart of clothing vocabulary terms (English and Winnebago phonetic pronunciation transciption) in the classroom. Review the chart with the class. Instruct them to copy the items on the chart and to keep this list as a study guide.

. Pair off the children. Ask them to practice writing the selected Winnebago clothing terms from dictation. Instruct them to alternate turns with first one of them dictating and then the other. Circulate and help children who are having problems.



Evaluation Criteria

Upon hearing pretaught Winnebago clothing vocabulary terms dictated, the learner will write the phonetic pronunciation transcription of them with 80 percent accuracy.

UNIT III: THE HOME (THEN AND NOW)

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
bathroom	hee l̂a hoo chee	Ai L Aoo ttAi
bed	ho meenk	Ao mi'KK
bed of leaves	na hab ho meenk	n Al Ao mi'KK
bedroom	hoo meenk ho chee	Aoo mi'KK Ao ttAi
dishes	wa skay	w rKKe
dresser	wan nee hoo zhoo	w' ni Aoo doo
feathers	ma zhoo	m doo
fur	ha	A
hammock or swing for babies	hoo kee wa l̂o	Aoo KKi w Lo
house (now)	chee	ttAi
house (then)	chee	ttAi
knife	ma hee	m Ai
mirror	hoo keek jamb	Aoo KKi KK ttAml
sink	wo l̂oo zha	wo Lo d
spoon	choo gee	ttAoo ki
stir	hoy hee	Ao) Ai
stove (heater)	payj	lAtt
stove (kitchen)	payj	lAtt
tripod sticks for cooking	(na kseek) wa l̂ooch l̂a dooch hee	(n KKriKK) w LoottA L toottA Ai

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION	WINNEBAGO
twigs	na kseek zha zuch	n KKriKK da AoottA
water-bathe-springs	nee hee Îa	ni Ai L
wig-wam	chee po Îo kay	ttAi ¡Ao Lo KKe

Sentences

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
Close the door.	chee Îob Îa ho Îoo kees Îay
Close the window.	hee Îo hamb Îa ho Îoo kees Îay
Open the door.	chee Îob Îa Îoo ahsh Îay
Open the window.	hee Îo hamb Îa Îoo ahsh Îay

Objective

No. IW20: The child will identify objects in a contemporary Winnebago home.

Activities

. Section off the schoolroom into activity areas, e.g., sleeping, craftworking, or cooking (summer and winter). Place picture cards of an Indian child's chores, e.g., stirring food (wa ǰooch la hoy hee ǰe) or washing hands for lunch (nomb la koo loo zha ǰe), in the appropriate area of a sectioned off schoolroom. Role play.

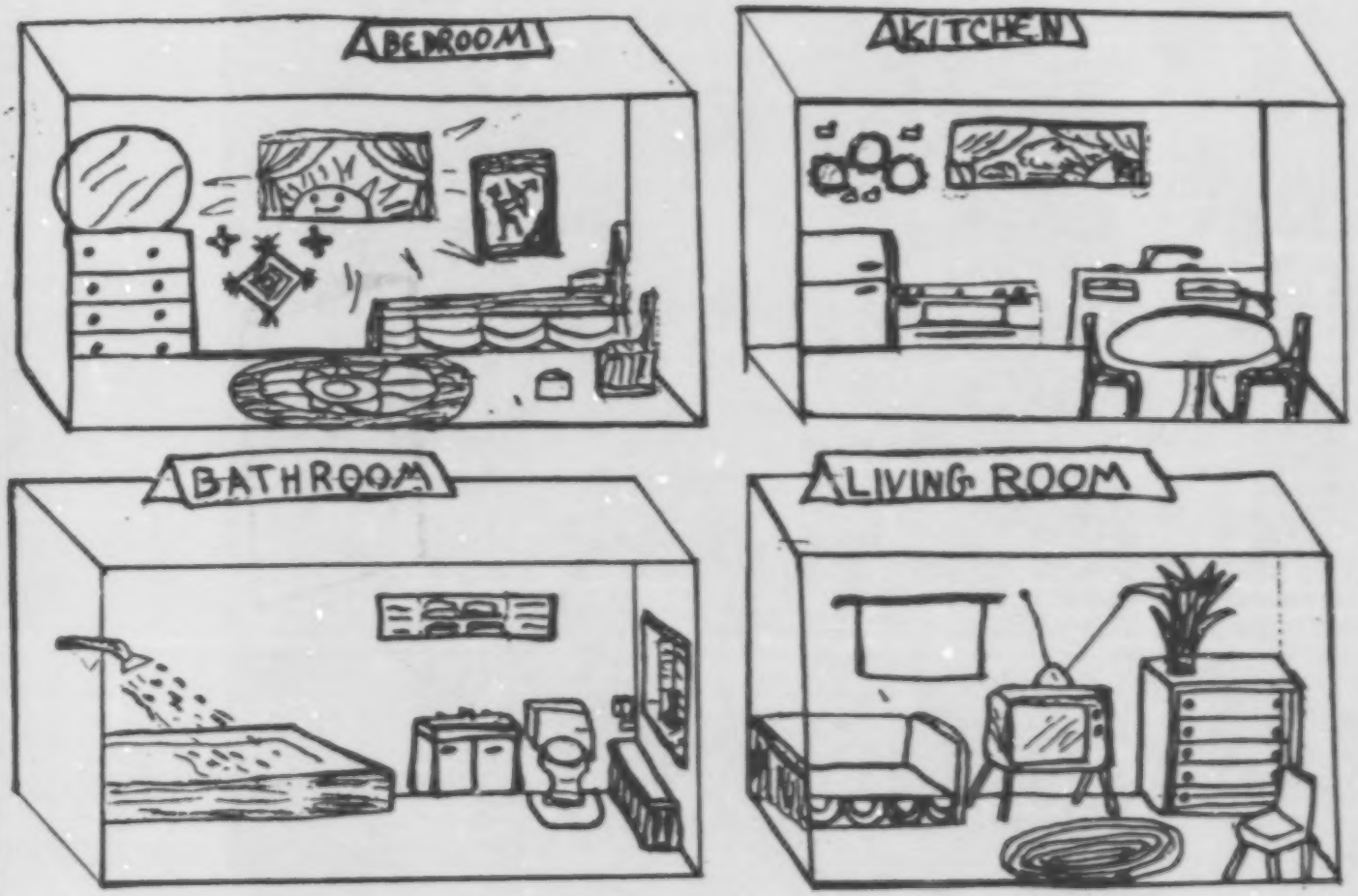
. Guide the children in making shadow boxes using a shoe box with small pieces of furniture to designate each room. Label each piece of furniture in Winnebago. The children then will describe each room and what each person does there. See illustrations below on page 168.

. Ask the children to make a booklet of rooms (one room per page) with magazine cutouts. Ask them to exchange booklets and have the owner say, "na ha nee na" or "That is mine." Direct the child who receives the booklet to identify as many objects as he can on one page. Have the owner check and if the other child is correct, have him say "Good."/"Pana."--"That is the kitchen.", etc.

Evaluation Criteria

The learner will identify objects in a contemporary Winnebago home with 80 percent accuracy.

IW20

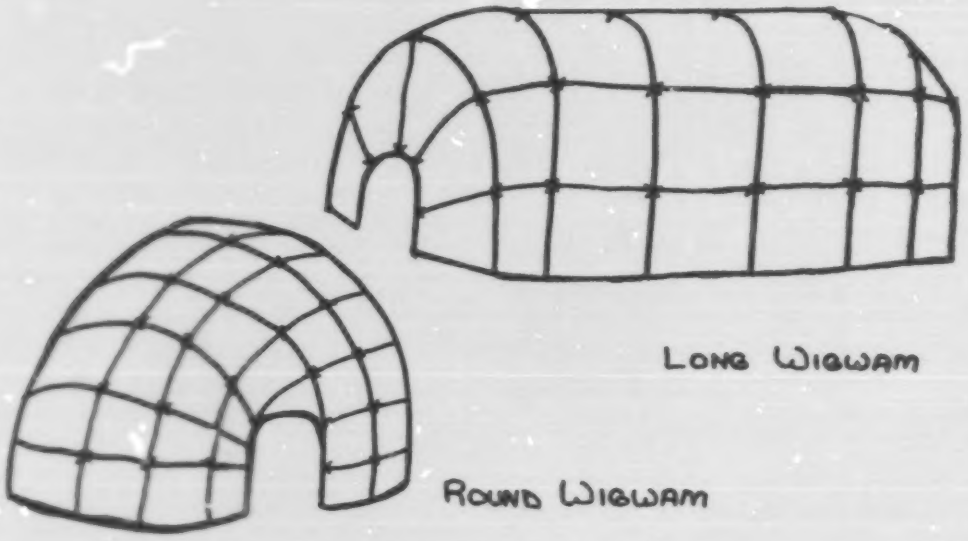


Objective

No. IW21: Given an illustration or series of illustrations showing objects in a "long ago" Winnebago home, the child will identify them.

Activities

- Ask the children to cut out from Better Homes and Gardens and other magazines pictures of rooms and furniture used in each room. Lead a discussion in which the children compare and contrast living "long ago" in a wigwam and living now in a rented apartment.
- Tell the children that they will be constructing a papier-mache wigwam with a removable top half. Instruct them to make objects to be placed in the proper part of the "long ago" home. Provide the necessary art supplies for this activity.



Evaluation Criteria

The learner will identify the objects in a "long ago" Winnebago home in an illustration or series of illustrations with 80 percent accuracy.

Objective

No. IW22: Given the necessary art supplies, the child will construct a Winnebago bed of leaves, fur, and feathers; a Winnebago cooking place with sticks or large twigs, a chain, and a pot; or a Winnebago miniature round wigwam or long wigwam.

Activities

. Present the three Winnebago art projects listed below. Write a brief description of them on the chalkboard. Give small group instruction on how the projects are to be done. Ask the children to select one of the projects and to inform you as to which one they've selected. Set a reasonable time limit and provide the necessary art supplies. The art projects are as follows:

. Make beds of leaves, fur, and feathers. (Discuss with the class how comfortable it must have been.)

. With sticks or large twigs, chain, and pot, construct a place for cooking. (Discuss and write on the chalkboard a few sentences on how it was made and what could be cooked.)

. Make a miniature wigwam. The materials needed are:

Materials used long ago	Materials student will use
poles that bend	pipe cleaners
skins or fur for covering	construction paper cover
rope for tying poles together	string for tying

Evaluation Criteria

The learner will construct a Winnebago bed of leaves, fur, and feathers; a Winnebago cooking place with sticks or large twigs, a chain, and a pot; or a Winnebago miniature round wigwam or long wigwam. Teacher judgment will determine acceptable performance.

183

184

TOPICAL AREA III

URBAN AND RURAL LIFE AND THE COMMUNITY WORKER

UNIT I: LIVING IN THE CITY

Vocabulary

ENGLISH	WINNEBAGO PHONETIC PRONUNCIATION
address	chee nomb
alley	chee hachee
beach	nee a jab
bus	wy kononk
cab	wa zha dee ǰay wee kononk
curfew	sanee xjee
highrise	chee honk zhee
park	man' cho
phone number (how many)	ja na ha
subway	wy kononk koo ha'
traffic lights, lights	ha da zha
zoo	wa noych kay hoo chee

Objective

No. IW23: Given an illustration or series of illustrations showing urban objects, the child will name them in Winnebago.

Activities

. Take a walking trip with the class. Ask them to make a list of objects not seen back home on the reservation or settlement. Upon returning from the trip, discuss it and compile a master list of urban objects on the chalkboard. Instruct the children to copy this list and to keep it as a study guide.

. Discuss the John Hancock Center and the Sears Tower with the children.

. Draw a picture of a highrise on the chalkboard. Label it in Winnebago. Have each child draw his own picture and label it.

. Visit Lincoln Park Zoo with the class. Ask them to make a list of animals they see. As an art project have the children draw a section of the zoo. Ask them to label their picture in Winnebago.

. Have the children draw pictures of the urban objects on uniformly-sized cards. On the back of each card have them copy the corresponding Winnebago vocabulary item from the chalkboard or a worksheet. Ask the children to keep these flashcards as a study aid.

. Tell the children that they will be using their urban objects flashcards. Ask them to work in pairs with each child taking a turn identifying the vocabulary words corresponding to a picture in the other child's pile of flashcards. Tell the children to put the identified words in one pile and the others in another pile. Have the two children alternate turns until each child identifies all the urban objects correctly in Winnebago.

Evaluation Criteria

The learner will name the urban objects in an illustration or series of illustrations in Winnebago with 80 percent accuracy.

Objective

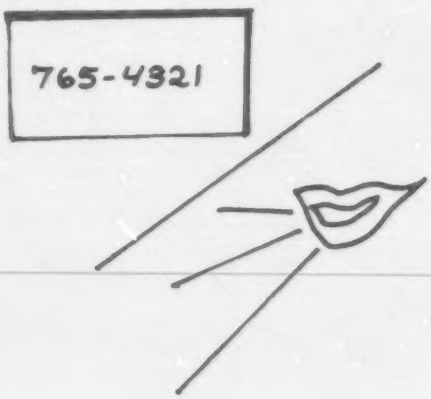
No. IW24: When asked to do so, the child will say his telephone number in Winnebago.

Activities

. Refer to your list of student telephone numbers. Develop a worksheet that lists similar telephone numbers. Give the children each a copy of the worksheet. Tell them that you will say one of the telephone numbers and that they are to point to it on their worksheet. Begin the activity and continue it until all the numbers have been reviewed, On the following day ask for volunteers to role play being the teacher.

. This is a role-playing activity. Ask one of the children to be the teacher and the others the students. The 'teacher' asks, "What is your telephone number?" (in Winnebago). If a volunteer answers correctly, he becomes the 'teacher'. The 'teacher' can check whether or not the student has answered correctly by having the volunteer write the numerals of his telephone number on the chalkboard before or after answering.

. Pair off the children. Ask them to practice saying their telephone number in Winnebago. Tell them to ask the other child in Winnebago what his telephone number is. Circulate and help those who are having problems.



Evaluation Criteria

The learner will say his telephone number in Winnebago. Teacher judgment will determine acceptable performance.

Objective

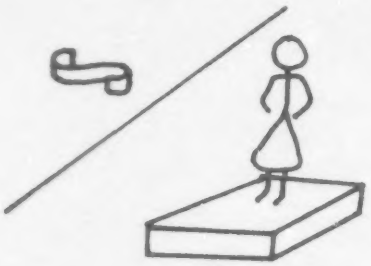
No. IW25: When asked to do so, the child will say his address in Winnebago.

Activities

. Refer to the class list of student addresses. Develop a map worksheet that shows a sample of the addresses represented in the class. Give the children each a copy of the worksheet. Tell them that you will say one of the addresses and that they are to point to it on their worksheet. Prepare a transparency that is identical to the map worksheet. Give an address in Winnebago and ask the children to point to its location on their map worksheet. Repeat this procedure until all the addresses have been reviewed. Extend this activity to include additional similar transparencies and worksheets until all the addresses represented in the class have been reviewed.

. Pair off the children. Ask them to practice saying their address in Winnebago. Tell them to ask the other child in Winnebago what his address is. Have him answer and then ask the first child the same question. Circulate and help those who are having problems.

. This is a role-playing activity. Ask for a volunteer to be the teacher. To begin the activity, have the 'teacher' ask in Winnebago, "What is your address?" If another child answers correctly, he becomes the teacher. Have the teacher verify the address by having the volunteer show him a piece of paper on which he has already written it.



Evaluation Criteria

The learner will say his address in Winnebago. Teacher judgment will determine acceptable performance.

UNIT II: LIFE IN THE COUNTRY (THEN AND NOW)

Vocabulary

ENGLISH	WINNEBAGO PHONETIC PRONUNCIATION
cardboard (for sleds)	wa gax cok
dice game	ka´ soo
foot races (all run)	noo wonk wee ĩay
hoop and T-stick	hoo gees ha wa ja
inner tube	hoo gees ĩok
moccasin game	wa goo jay cok
(one room) school	wa gax ha jo chee
paper	wa gax
pencil	wee wa gax
stilts, long sticks	na' kseeck say ĩaych
tire, round	hoo gees

Sentences

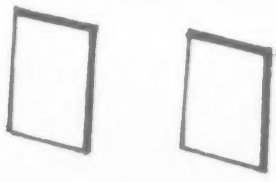
ENGLISH	WINNEBAGO PHONETIC PRONUNCIATION
Lead inlay showing!	mans kee ĩee moonk
Let it be the right one!	ay hee ĩay kjay
The other side, the other side!	syngay ja--syngay ja

Objective

No. IW26: Given an illustration or series of illustrations showing Winnebago play patterns, the child will name them in Winnebago.

Activities

- Have the class engage in a footrace at recess.
- Make a tire swing by tying a strong rope to the tire and the other end to a strong tree branch. Have the children take turns swinging.
- In the summer use an inner tube during swimming. (Indian children used to do this at their swimming places; however, in keeping afloat, they could have done well without them as generally Indian children were very good swimmers. Today blown-up plastic animals and doughnut-shaped plastic lifesavers are seen.)
- Make picture cards of all vocabulary words. Label each in Winnebago.



Evaluation Criteria

The learner will name in Winnebago with 80 percent accuracy play patterns shown in an illustration or series of illustrations.

Objective

No. IW27: Given the needed materials, the child will play the Indian game Ka' su.

Activities

. To play the game Ka' su, prepare the following materials:

Six plain dice (without inlay on both sides). The dice all have a natural color side and a blue side.
Ten counters for each person, such as buckeye, fig seeds, persimmon seeds, or plumpits. When a player moves all his counters, he wins the game.
Wooden bowl for shaking dice.

. Make a scoring chart and hang it in the classroom. Instruct the children to refer to it while playing. Score Ka'su as follows:

*** The game KA' SU ***

2 marked dice (white); 6 blue	Big game
2 marked dice (blue); 6 white	Automatic Win
8 dice white	4 points
8 dice blue	4 points
1 marked dice (white); 1 other (white); 6 blue	2 points
1 marked dice (blue); 1 other (blue); 6 white	2 points
1 white; 7 blue	2 points
1 blue; 7 white	2 points
2 white; 6 blue	2 points
6 blue; 2 white	2 points
Other combinations	0 points

Evaluation Criteria

The learner will play the Indian game Ka' su. Teacher judgment will determine acceptable performance.

UNIT III: COMMUNITY WORKERS (NEIGHBORHOOD FRIENDS)

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
dentist	hee ma ka nee
doctor	ma ka nee
fireman	wonk paj gee sape
grocer	wa looch we ɬoo we'
mailman	wa gax ha ɬoo dee
nurse	ma ka' nee hee nook
policeman	wa ɬoo kos
teacher	wa gax wa gee go's

Objective

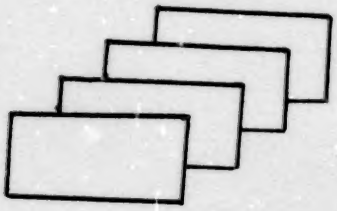
No. IW28: Given an illustration or series of illustrations of community workers, the child will name them in Winnebago.

Activities

- List the community workers on the chalkboard in Winnebago and in English. Instruct the children to draw pictures of each community worker. Have them label the workers in English and Winnebago.

- Have the children draw pictures of the community workers on uniformly-sized cards. On the back of each card have them copy from the chalkboard or a worksheet the corresponding Winnebago vocabulary item. Ask them to keep these flashcards as a study aid.

- Tell the children that they will be using their community worker flashcards. Ask them to work in pairs with each child taking a turn identifying the vocabulary words. Have the successfully identified words put in one pile and the others in another pile. Have two children alternate turns until each one has identified all the community workers correctly in Winnebago.



Evaluation Criteria

The learner will name in Winnebago with 80 percent accuracy the community workers in an illustration or series of illustrations.

Objective

No. IW29: Given a list of selected community workers, the child will tell what each worker does to help in his neighborhood.

Activities

. Have the children make a bulletin board entitled "Community Workers." Assist them in locating magazine and newspaper pictures of community workers engaged in a variety of activities. Instruct them to place English and Winnebago labels beneath the pictures.

. Write each of the community worker role names on a separate strip of paper. Fold the strips and place them in a container. Give the children oral directions as to how to play the game "Charades." Say to them, "If it's your turn you will choose a strip, read it, and pantomime an appropriate activity for the community worker. When you finish your pantomiming, you may call on other children to identify who you are. If someone guesses correctly, he may choose the next strip and do the next pantomiming."

. Tell the children that they will be making hats for each community worker out of construction paper. Ask that each child choose a community worker. Provide the necessary art supplies for this activity.

. Tell the children that they will be role-playing "A Day in the City in the Life of... (role name of a community worker)." Ask them to wear their community worker hat during this role-playing activity.

Evaluation Criteria

The learner will write with 80 percent accuracy a one sentence description of what each community worker listed does to help in his neighborhood.

TOPICAL AREA IV

TRIBAL CULTURE

Vocabulary

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
animals	wa neeo chay
children	neek chayng
elders	shak neek
food	wa ˜looch
men	wank
stories	wo ¯lok
women	hee nook

Objective

No. IW30: The child will become acquainted with Winnebago legends and stories.

Activities

. Use hand puppets to tell the story of Coyote and Moradjawing (Earth Wanderer) to the class.

. Instruct the children to go the library to find other Winnebago legends. Have them ask Winnebago elders about these stories.

. Tell the children that they will be making a booklet of stories gathered from community members. Ask them to illustrate all stories. Provide appropriate art supplies for this activity.

Evaluation Criteria

The learner will demonstrate that he has become acquainted with Winnebago legends and stories by making a booklet of stories gathered from community members. Teacher judgment will determine acceptable performance.

Objective

No. IW31: The child will become aware of various Winnebago ways of life of over a century ago.

Activities

. Read aloud to the class stories of Indian family life in which families share with each other what materials they have, in which children show respect for elders, and in which the children obey their parents and other kin.

. Have the children make a bulletin board entitled "Winnebago Ways of Life of Over a Century Ago." Ask them to make silhouttes of various family life scenes typical of the Winnebago Indians. Provide the necessary art supplies for this activity.

. Discuss with the class various Winnebago ways of life of over a century ago. On the chalkboard develop a master list of such ways. Instruct the children to copy this list and to keep it as a study guide. Elicit items such as the following during the discussion:

> The young were taught to use animals for survial and not for game-sport.
> Not much importance was put on material goods for they were considered to be 'of this world'.
> Food was sacred. It was not wasted or argued over, but rather it was shared and the Earth-Maker was thanked for it.
> All children were cared for by the women. There were no orphans then.

Evaluation Criteria

The learner will demonstrate that he has become aware of various Winnebago ways of life of over a century ago by drawing three typical family life scenes and writing a single sentence description for each one. Teacher judgment will determine acceptable performance.

Objective

No. IW32: The child will list ways that Winnebago customs have changed with the times.

Activities

. Discuss with the class various Winnebago ways of life of over a century ago. List these ways in a column on the chalkboard. Then discuss how these ways of life have changed with the times. On the chalkboard to the right, list the changed ways of life that contrast with those listed in the column to the left. Ask the children to copy these lists and to keep them as a study guide. These lists might include items such as the following:

Animals were used for survival.	Animals are used for game-sport.
Little importance was put on material goods.	Much importance is given to material goods.
Food was sacred; it was shared.	Food is argued over and wasted.
There were no orphans.	There are orphans in our contemporary society.

. Divide the class into two teams. Explain that you will give an illustration of a Winnebago custom of the past and that the team member must give a corresponding illustration of how that particular custom has changed with the times. Have the teams alternate turns. For each correct answer give the team a point. The team with the most points at the end of an agreed upon amount of time or number of turns wins the game.

Evaluation Criteria

When asked to do so, the learner will list with 80 percent accuracy five ways that Winnebago customs have changed with the times.

APPENDIX

USEFUL EXPRESSIONS IN WINNEBAGO

ENGLISH	WINNEBAGO PHONETIC TRANSCRIPTION
Again.	zhee gay
Are you finished?	zhoo ĵoozhja'
Be careful.	hee ĵa kee ka ĵa oo nay
Be quiet. (Hush.)	xab goo nee nay
Can you tell me?	hoo na gee zha ĵok na'
downstairs	chee koo ay ja
Give me.	hoonk oo nay
Good morning.	hynee pay'
Good night.	ha' hay pay
Greetings! (Hello!)	hee nee ka ĵa gee na
Here.	ay gee
How?	ja skay
I do not understand.	kay ha na neex koo nee na
I don't know.	kay ya payĵays nee na
I'll see you again.	ha nee cha kjay na
I understand.	ha na neex koo' na
Listen!	ha na xkoo nay
Look.	hoo ĵo xoch ĵay
my friend	hee cha koĵo ha ĵa
Repeat, please.	zhee gay ah ĵay
Show me.	heengee goons ĵay

ENGLISH	WINNEBAGO PHONETIC PRONUNCIATION
Stop.	hee woo zha
Take it easy.	hyzo oonay
Thank you.	payn hee na gee gee
There.	ay ja
upstairs	chee wonk ay ja
What?	ja goo
What time is it?	wee go's/ja na ha noonk
Who?	pay zhay ga

APPENDIX

BIBLIOGRAPHY

Oneida

Archiquette, Oscar and Lounsbury, F. Oneida Songs. Oneida, Wisc.: n.p., 1941.

Cornelius, Melissa. Kwakoli. Oneida, Wisc.: n.p., 1975.

Hobart Church (Church of the Holy Apostles Mission). Oneida, the People of the Stone: The Church's Mission to the Oneidas (Oneida Indian Reservation, Wisconsin). Green Bay, Wisc.: News Publishing Co., 1899.

Morgan, Lewis Henry. League of Nations. Secaucus, N.J.: Citadel Press, 1972.

Shapp, Martha and Shapp, Charles. Let's Find Out about Houses. New York: Franklin Watts, Inc., 1972.

Sioux

Buechel, Eugene, Rev. S.J. A Dictionary of the Teton Dakota Sioux Language. Edited by Rev. Paul Manhart, S.J. Pine Ridge, S.D.: Red Cloud School, Inc., 1970.

Karol, Joseph S., Gen. ed., and Rozman, Stephen L., Asst. ed. Everyday Lakota: An English-Sioux Dictionary for Beginners. St. Francis, S.D.: The Rosebud Educational Society, St. Francis Mission, 1971.

Unknown. Dakota Wowapi Wicois: Level I Oral Sioux (Lessons 1-23). Unknown: n.p., ____.

Winnebago

Garbarino, Merwyn S. Native American Heritage. Boston: Little, Brown & Co., Inc., 1976.

Task Force on Ethnic Studies. Indian Games. Minneapolis: Minneapolis Public Schools, 1971.

TEACHER EVALUATION

Teachers are asked to list below the books they are using in teaching the units in this resource book and to send this list to the Bureau of Language Arts. They also are invited to send to the Bureau their critique of the Oneida, Sioux, and Winnebago units. It is requested that this information be sent to--

Mrs. Mattie A. Williams, Director
Bureau of Language Arts, Room 864
Department of Curriculum, Mail Run 64